

University of South Florida

College of Nursing

Appointment, Promotion and Tenure

Committee Guidelines

2019-2020

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1. ANNUAL CALENDAR

	Committee Tasks	Peer Review	Mid-Tenure Review	Promotion & Tenure	Distinguished Professor Award	Sabbatical & Professional Development Leave
Sept	First Annual Meeting; elect chair New members elected; sub-committees formed; members appointed			Completed Application Packets Due; Request Letters from External Reviewers		
Oct	Annual projects/tasks assigned to committee members			External Reviewer Responses due Department chair review		
Nov				APT Review; Assign primary reviewers Set special meetings		
Dec				APT Votes Cast; Preparation of Summary Narrative Statement		
Jan		Chair announces process to faculty	Develop Packet	Completed Packet due to Dean	Call for nominations; review, identify and submit to Dean	
Feb				Completed Packet due to USF Health (HARD DEADLINE)		Begin process, discuss with supervisor
Mar	Review Comm. Guidelines (annually)	Peer Review Workshop (at Faculty Council)				Application Due; APT review, to Dean, to USF Health
Apr		Packet Due (3 rd Mon); APT Review (4 th Fri)	Packet Due; APT Review	Orient Faculty to Procedures		
May			APT Report to Dean	Distribute Notice of Intent to all eligible faculty Timetable released by USF		
Jun				APT notified of interest; begin to develop packet; Identify external reviewers Finalize college timetable		
Jul				Prepare and Distribute Timetable		
AUG	No Meeting; Annual Report to Faculty Council (Chair)					

2. INTRODUCTION

This document is a summary of commonly used terms and relevant conditions of employment of faculty in the College of Nursing (“college”), a component of USF Health at the University of South Florida (“university”), as provided by current governing rules and policies of the university and the college. Nothing stated herein precludes the university Board of Trustees, the university or college from altering or amending any policies or rules described, or from otherwise exercising ordinary and customary functions of management with regard to these matters. Other university policy and procedure statements, such as the Search Committee Guidelines, provide additional information related to the matters described herein.

2.1. Purpose

The Appointment, Promotion, and Tenure (“APT”) Committee reports to the Dean of the College of Nursing and to the Faculty Council President; all matters pertaining to initial rank upon appointment, reappointment, advancement in rank, change in faculty status, faculty development, peer review, honors and awards, and granting of tenure shall come before the APT Committee according to university guidelines, and the guidelines of the college described herein. APT considers these actions and provides recommendations to the Dean for action.

2.2. Composition and Term

The composition of the APT Committee will include a minimum of ten members, with at least two (2) from each faculty rank (instructor, assistant, associate, professor) and of whom at least half will be tenured. Ten members shall be elected from full time faculty. One half of the committee shall be elected by ballot in even numbered years and one-half shall be elected by ballot in odd numbered years. If not an elected member of the committee, the faculty senator(s) shall serve as ex officio member(s). The APT Committee chair must be a tenured faculty member. In accordance with university APT guidelines, faculty administration (i.e. Dean, Associate and Assistant Deans) may not serve on the APT Committee.

2.3. Amendments

The APT Committee regularly reviews university policies related to appointments, promotion and tenure and brings forward proposed amendments to the Faculty Council for approval. The APT guidelines, and any amendments thereto, must be approved by the APT Committee, Faculty Council, and are subject to final approval by USF Health Faculty Affairs, the Senior Vice President of USF Health, and the President of the University. The guidelines must be consistent with prevailing university promotion and tenure guidelines and requirements, and are considered to be automatically amended to be in compliance with any changes in these.

2.4. College Of Nursing Bylaws

The APT Committee shall operate in accordance with the **Bylaws of the College of Nursing (Revised: 2015)**, as stated below:

- 1) Assist in implementing faculty search and selection processes; in accordance with equal opportunity and affirmative action program guidelines and policies of the university;
- 2) Participate in reviewing and updating the CON supplement to the University Faculty Handbook and making recommendations as indicated;
- 3) Facilitate the overall tenure and/or promotion application process through CON and university channels in accordance with university policies;
- 4) Develop a calendar for tenure and promotion to be distributed to the faculty annually;
- 5) Provide an opportunity for all tenured faculty to participate in the tenure process;
- 6) ONLY tenured faculty in the CON vote on tenure. The chair of APT shall convene and chair the meeting and has the responsibility for completing essential forms identified by the university in

the tenure applications packet and forward these recommendations for actions to the Dean of the CON;

- 7) Provide an opportunity for faculty of a rank greater than the applicant's current rank, to review and participate in voting on applicants for promotion, and participate in the promotion process. The chair of APT shall convene and chair the meeting. The APT chair has the responsibility for completing essential forms identified by the university in the promotion application packet and forwards these recommendations for action to the Dean of the CON;
- 8) Facilitate third year review for tenure/promotion earning faculty by tenured faculty and provide feedback to the candidate no more than 3 months after the completed packet is submitted to the committee;
- 9) Evaluates courtesy faculty appointment requests at the rank of associate or full professor and provides rank recommendations;
- 10) Facilitate faculty in seeking honors and awards;
- 11) Conduct the annual faculty peer review process according to criteria approved by Faculty Council and in accordance with university guidelines;
- 12) Review criteria for the annual faculty evaluation process and recommend changes as needed to faculty council for approval and adoption by the faculty, as needed:
 - a. Course evaluations will be sent directly to faculty and included in the administrative review information annually;
 - b. Faculty evaluations will be sent directly to faculty and included in the administrative review information annually;
- 13) Support administration with orientation of new faculty to ensure faculty are prepared for their role in faculty governance;
- 14) APT subcommittee(s) for faculty development is appointed by the chair of APT Committee;
- 15) Facilitate Dean and Associate Dean evaluation using the process developed by the Provost's office.

3. FACULTY RECRUITMENT

Before conducting a search for new faculty, the Dean will appoint a search committee consistent with university hiring priorities outlined by the Office of Diversity, Inclusion, and Equal Opportunity; a system-wide office that provides guidance and resources to ensure recruitment and selection processes are in compliance with state, federal and university equal opportunity, equity accountability and affirmative action regulations. The roles and responsibilities of the search committee are outlined in the **College of Nursing Search Committee Guidelines**.

The role of the APT Committee in the faculty recruitment process is to provide a formal endorsement for the academic rank and tenure of external candidates, in accordance with university and college criteria, to the Dean. In order to accomplish this, the committee shall work collaboratively with the appointed search committee(s) to provide for the orderly review of the qualifications, potential contributions, and cumulative evaluation results of all candidates selected to interview for a ranked faculty position.

3.1. Search Committee Interviews

Members of the APT Committee shall review and consider all candidates applying for ranked and/or tenure eligible positions. Members will participate in scheduled interviews, which may include attending group or separate interviews, lectures/presentations, and completing faculty candidate evaluations. Members will explain and answer questions pertaining to college and university tenure and promotion criteria and processes, administrative review and peer review processes, and make any corresponding printed materials available to candidates for review. Members shall conduct thorough reviews of materials

provided by the candidate and/or the search committee (e.g. curriculum vitae, letters of recommendation, handouts, cumulative evaluation results, etc.) in order to provide an informed decision.

3.2. APT Recommendations for Rank and Tenure

Recommendations for initial rank upon appointment shall be provided exclusively by APT Committee members of equal or higher rank for which the candidate seeks appointment; recommendations for tenure shall be provided exclusively by college tenured faculty. Confidential votes will be cast collectively, validated by the APT chair, and results provided by the APT chair in writing to the Dean of the college.

4. FACULTY APPOINTMENTS

All College of Nursing faculty positions are twelve (12) month appointments, and appointments may be at 1.0 FTE (full time equivalent) or a less than full time (part time). Faculty appointments are further defined by classifications and titles, appointment modifiers, and career tracks, all of which are confirmed in the employment offer letter. All employment offer letters shall be presented in writing solely by the Dean, and require the Senior Vice President of USF Health's signature.

4.1. Classifications and Titles

Faculty in the college are assigned academic classifications and titles in accordance with the University's Faculty Classification Plan. Classifications and titles depend upon the nature of the assignments and individual qualifications. The academic titles that are most commonly used in the college are:

- Fellow: This is a non-ranked faculty appointment that requires a doctoral degree and relevant experience and training within the appointee's area of specialization.
- Instructor: This is a non-ranked faculty appointment for individuals whose assignment is primarily teaching. It requires a minimum of a Master's degree in an appropriate area of specialization.
- Assistant Professor: This appointment requires a Doctorate or other recognized terminal degree in the appointee's field of specialization in accordance with university criteria.
- Associate Professor: This appointment ordinarily requires a minimum of five years of continuing and productive service as an assistant professor at the University, or the equivalent if transferring from another academic or research institution in accordance with university criteria.
- Professor: This appointment ordinarily requires a minimum of five years of continuous productive accomplishment as an associate professor at the University, or the equivalent if transferring from another academic institution, in accordance with university criteria.

4.2. Appointment Modifiers

Faculty appointments are further defined by the designation of a "modifier" as indicated in their University employment contract. Faculty members include these appointment modifiers as part of their working academic titles, except as specially noted below.

- Adjunct: A temporary appointment; adjunct appointments may not be for more than half time throughout an academic year or full-time for more than twenty-six weeks of a fiscal year, unless approved by the Dean or designee. Such appointments are for temporary or part-time employment and the term of employment is only for the period specified in the employment offer letter.
- Courtesy (Affiliate): Unpaid appointment of professionals within the community who contribute to the mission of the college. Administrators may request courtesy appointments by completing the Courtesy Faculty Appointment Recommendation Form as directed on the form. Requests at the rank of associate professor and professor are forwarded to the APT Committee for evaluation and support of recommended rank prior to being processed.

- **Emeritus:** An honorary title which may be conferred at retirement in recognition of distinguished service.
- **Interim:** This modifier is used only for administrative titles, such as Dean, chair and Director. Faculty members who have both administrative and academic titles (e.g. chair and professor) may have the administrative component designated as Interim when filling a vacancy for a limited time.
- **Joint:** An unpaid appointment when the person is regularly participating in the teaching and/or graduate supervision responsibilities of more than one academic department/unit within the University. May have voting privileges and may have a portion of salary paid by the joining department via pay distribution. If a faculty member has two separate paid positions in different departments or colleges, this is typically referred to as “split” appointments. The conditions of employment for the two appointments may not necessarily be the same.
- **Regular:** A continuing appointment on a position or an original temporary appointment which may be followed by a continuing appointment. Typically tenured or tenure-earning appointments. The appointment modifier is not included in the title.
- **Visiting:** An appointment of a person having professional qualifications, when either the person or the position is not expected to be available for more than a limited period of time, not to exceed three (3) years. Time in a “visiting” position does not count toward the time for promotion or count toward tenure earning credit.

4.3. Career Track

The college has two career tracks (pathways) for faculty. The career track is determined on initial appointment and confirmed in the employment offer letter. Ordinarily, faculty will remain on the track to which they are initially appointed.

- **Tenured and Tenure-Earning Track:** All ranked faculty (assistant professor, associate professor, and professor) shall be eligible for tenure unless appointed with modifiers that would remove the tenure-earning status. Tenure shall not extend to administrative appointments in the General Faculty or Administrative and Professional classification plans. The proportion of appointment that is tenure-earning is specified in the employment offer letter. All tenured and tenure-track appointments must be supported by written recommendation from the APT Committee.
- **Non-Tenure Track:** All non-ranked faculty (instructors), and ranked faculty whose status and/or assigned duties do not permit them to meet the expectations of tenure or who are supported solely by external funding, may be appointed on a non-tenure career track. Non-ranked instructors may be appointed with the sole approval of the Dean; ranked faculty appointments must be supported by written recommendation from the APT Committee.

Changing Tracks

A faculty member whose accomplishments do not accord with the criteria of the track before or at the time of the mid-level review on the track should be considered for non-renewal of faculty appointment in accordance with college and university guidelines. In lieu of non-renewal of the faculty appointment, extremely rare, exceptional, and special circumstances may justify the transfer of tenure status from one track to another. The APT Committee considers all actions pertaining to changes in tenure status, and provides recommendations to the Dean for consideration.

- **Change to Tenure-Track:** Change from non-tenure earning to tenure earning status may be accomplished within the first five years of full-time employment, or upon application related to achievements equivalent to those expected of tenure earning faculty. Such a change must support the needs and mission of the college, requires documented review and support from the college APT Committee. Such changes to tenure accruing status are subject to state appropriated fund availability and the approval of the supervisor, Associate Dean, Dean, and Senior Vice President of USF Health. Faculty requesting such change may request that all or part

of their previous employment time be considered toward tenure eligibility on the recommendation of the supervisor, Associate Dean and approval by the Dean and the Senior Vice President of USF Health. The tenure clock will commence with the date of transfer to tenure-earning status for such individuals unless written approval is granted by the Dean and the Senior Vice President of USF Health prior to the date of transfer.

- **Change to Non-Tenure Track:** Faculty in administrative roles of 40% effort or greater at the initial time of appointment and continuous through the time of request, may apply for a permanent, irrevocable change from tenure earning to non-tenure earning status at any time prior to the initiation of the mid-tenure review process. Faculty may also elect to change from tenure earning to non-tenure earning status temporarily for a specified time period under exceptional circumstances, such as medical exigencies, provisions of the Family and Medical Leave Act (FMLA) or Americans with Disabilities Act (ADA), at any time prior to the initiation of the tenure review process without change of University contracted salary. Following the period of appointment to a non-tenure earning category, such faculty members will return to the tenure-earning position and the tenure clock will resume. All requests to change to non-tenure earning status shall be made in writing in advance and be approved by the APT Committee, supervisor, Associate Dean, Dean, and Senior Vice President of USF Health.
- **Stopping the Tenure Clock:** The tenure clock may be stopped for medical or related reasons for up to one (1) year upon the request of the employee as outlined in the [Collective Bargaining Agreement, 2014-2017](#).

5. FACULTY HONORS AND AWARDS

The APT Committee shall request nominations for annual university distinction and other awards. Faculty may nominate other faculty for university honors and awards. Nominations are reviewed by the APT Committee and, if deemed appropriate, the committee will work with the candidate in preparing the application packet.

5.1. Distinguished USF Health Professor

The title of Distinguished USF Health professor recognizes members of the USF Health faculty who hold the rank of professor and have distinguished themselves exceptionally amongst their peers, both within and outside the University.

Process

Calls for nominations are administered by the Senior Vice President of USF Health and announced annually with a timetable and directions sent via email memorandum. Each Dean of a college within USF Health may nominate one or more individuals up to 1% (rounded to the nearest whole number) of the full professors (filled positions) in the college, whichever is greater. The college Dean will forward nominations with supporting electronic documentation to the USF Health Office of Faculty Affairs. Each nomination package must be accompanied by a flash drive containing the following:

- An electronic copy of the nominee's current complete curriculum vitae
- A letter of nomination written by the college Dean in electronic format (PDF)
- List(s) of courses taught, students supervised, summaries of student satisfaction surveys and any assessments of student learning for at least the past five years in electronic scanned file or files
- Copies of the nominee's annual evaluations for the past five years electronically scanned in an electronic format (Excel or PDF)
- A descriptive summary of the nominee's significant professional service activities for at least the past five years in an electronic file (Word or PDF)

- A list of five external (outside of the university) references that have first-hand knowledge of the nominee's qualifications, profession, and contributions (Word or PDF)
- A memo from the chair of the relevant department nominating four people to serve in the University Discipline Committee according to the Guidelines and two names of internal (within the university) reviewers for the nominee; these names must be approved by the Dean of the college. (Word or PDF)
- Selectees receive a permanent increase in compensation base rate consistent with the academic importance of this recognition

5.2. Distinguished University Professor

This is an annual separate recognition program administered by the Office of the Provost as part of the Awards Council of the Faculty Senate. Tenured faculty of the college are also eligible to participate in this program ([USF Guidelines for Selection of Distinguished University Professors \(Revised: September 2012\)](#)); the timeline is announced annually in late fall.

6. PROFESSIONAL DEVELOPMENT LEAVE

Professional development leave is made available to employees who meet the requirements set forth in university guidelines. Such leaves are granted to increase a faculty member's value to the University through enhanced opportunities for professional renewal, educational travel, study, formal education, research, writing, or other experience of professional value, not as a reward for service.

Professional development leaves are considered assigned duties. Faculty members should be evaluated while on such leave in a manner appropriate to the assigned duties involved. It is the responsibility of the faculty member to provide data for evaluation of his/her performance while on leave, consistent with the purpose of the leave and as may be required by the faculty member's department.

Within 30 days after returning from the leave, the faculty member must provide to the Dean or, for faculty not assigned to a college, the vice president a concise written report of accomplishments during the leave. This report shall include information regarding the activities undertaken during the leave, the results accomplished during the leave as they affect the employee and the College, and research or other scholarly work produced or expected to be produced as a result of the leave.

6.1. Eligibility

[\(USF Regulation 10.104\)](#) Full-time faculty members with three (3) or more years of service shall be eligible for professional development leaves except for those faculty members who are serving in tenure earning or tenured positions. A faculty member who is compensated through a contract or grant may receive professional development leave only if the contract or grant allows for such leaves and the faculty member meets all other eligibility requirements. Faculty members will be notified annually regarding eligibility requirement and application deadlines.

6.2. Application and Selection

The USF Health Office of Faculty Affairs announces to all faculty on an annual basis, via email memorandum, the call for application for professional development leave. Applications will be received by the APT Committee for review and recommendation to the Dean. The APT Committee makes recommendation to the Dean of the College in accordance with written guidelines provided by USF Health Faculty Affairs.

Terms and Conditions

The various types of Professional Development Leave and the terms and conditions are outlined in the [Collective Bargaining Agreement, 2014-2017](#).

7. SABBATICALS

The USF System guarantees the availability of sabbaticals for eligible faculty members; those awarded competitively will only be done so after an evaluation process in which peer review is central.

7.1. Eligibility

[\(USF Regulation 10.104\)](#) Full-time tenured faculty members with at least six (6) years of full-time service in the USF System shall be eligible for a sabbatical. Upon returning from a one-semester full-pay or two-semester half-pay sabbatical, faculty members are again eligible for a similar sabbatical after six (6) years of full-time service. A faculty member who is compensated through a contract or grant may receive a sabbatical only if the contract or grant allows a sabbatical and the faculty member meets all other eligibility requirements.

7.2. Application and Selection

The USF Health Office Faculty Affairs (OFA) notifies all eligible faculty members on an annual basis, via email memorandum, calling for submission of sabbatical applications. On the sabbatical application, the faculty member may indicate that the application is for a one-semester at full pay, two-semester at half pay, or both. Only one type is awarded to the individual applying.

The Sabbatical Committee shall be composed of tenured faculty and elected from employees eligible for sabbatical leave, will recommend for approval all completed applications for sabbaticals. Applications for one semester at full-pay are evaluated and graded on the quality of the research proposal. Other considerations include the benefits of the proposed program to the employee, the University and the profession; an equitable distribution of sabbaticals among colleges, divisions, schools, departments, and disciplines within the University; the length of time since the employee was relieved of teaching duties for the purpose of research and other scholarly activities; and length of service since previous sabbatical or initial appointment. No more than one (1) employee in a department/unit need be awarded a sabbatical at the same time.

Terms and Conditions

The various types of Sabbaticals and the terms and conditions are outlined in the [Collective Bargaining Agreement, 2014-2017](#).

8. ASSIGNED DUTIES

12-Hour Law

Full-time faculty must have a minimum assignment of twelve (12) contact hours for assigned duties and responsibilities. This includes such duties as teaching, research, service, advisement, governance, and administration.

Each faculty member is informed in writing of their assigned duties no later than six weeks in advance of the duties' commencement date. The faculty member is given the opportunity to discuss the assignment with the supervisors. If dissatisfied with the assignment after conferring with the supervisor, the faculty member can take their concerns to the next highest level of authority. Special consideration should be given to tenure-earning faculty to provide them appropriate opportunities that assist them in meeting the requirements of securing tenure.

9. PEER REVIEW

The peer review process is an important component of any successful college. It provides both formative (developmental) feedback to faculty to help them improve their teaching and scholarly efforts and summative (accountability) evaluation for making personnel and other decisions. While peer review is

voluntary, faculty should be aware that failure to participate may result in an adverse effect on merit pay increases. APT does not review administrative effort assignments.

The peer review process is led by the Chair of APT. The Chair announces the process each year and provides forms, timelines, and a general overview of the process to be used. Peer review is completed annually in the spring; the exact date is determined each year by the committee.

The committee will carry out peer review of all faculty who wish to participate on an annual basis. Peer review evaluations are part of the annual evaluation used for merit increases in salary. The results of peer review will be made available to the individual faculty member. Faculty have ten (10) days after receipt of review to comment on their review and provide additional materials. The peer committee will review new documents and determine if they should modify the review. A final review will be made to the faculty. Faculty members may choose to provide peer reviews to their supervisor. Peer review is voluntary, but highly encouraged, particularly for tenure-track faculty.

9.1. Evaluation File

[\(Article 11.6 of the Collective Bargaining Agreement, 2014-2017\)](#) Prior to being placed in an evaluation file, a copy of all evaluative materials and all summaries thereof prepared by the peer committee shall be provided to the employee. The employee shall have ten (10) days after receipt of same to present written materials to the peer committee regarding same. If the employee does not present written materials to the peer committee within said ten (10) days, the original evaluative materials or summaries thereof may be placed in the employee's evaluation file when signed by a representative of the committee. If the employee presents written materials to the peer committee within the ten (10) days as stipulated above, the peer committee shall review any such written material and may or may not modify the evaluative materials and summaries thereof. The peer committee may then place all of the original, or if modified, the modified evaluative materials and summaries thereof in the employee's evaluation file when signed by a representative of the committee along with all written material presented by the employee to the peer committee. The peer committee shall provide a copy of all modified evaluative materials and summaries thereof to the employee prior to the employee's meeting with the unit head/chair.

9.2. Required Documents

The following documents will be required to be submitted (7 items) **in MS Word format** (except for any documents that cannot be made available in MS Word, e.g. reports, teaching evaluations):

- 1) Cover Sheet detailing the required documents listed
- 2) One of the following forms:
Tenure and Promotion Application, for tenure-earning faculty, *or*
Faculty Evaluation Review Metric, for non-tenure track or tenured faculty
- 3) Peer Review Worksheet, updated to include effort for each semester and a self-evaluation
- 4) Administrative/Effort Assignments, for the three semesters covered by the review period (provided to individual faculty by their administrators)
- 5) Current Curriculum Vitae
- 6) Teaching Evaluations for the three semesters covered by the review period
- 7) FAIR Reports *-if available-* for the three semesters covered by the review period. All faculty have the ability to access their own reports.

Although peer review is optional, peer observations assist in teaching improvement. It also provides evaluations of teaching effectiveness for annual peer/administrative review, and promotion and tenure decisions.

Peer review provides insight in improving teaching in all formats (online, didactic, clinical, simulation, blended). Development of a systematic approach to the process of peer review is important to avoid bias. This can be accomplished by observer training, multiple visits, and reliable observation instruments.

The following may be used in the process to evaluate faculty:

- Development of observer training program
- Adoption of observation instrument/s
- Process for multiple visits to the classroom; feedback mechanism, an intervention process and remediation
- A pre-classroom observation conference: review teaching plan, lesson goals, objectives, strategies/methodologies, assessment.

If classroom evaluation is performed, the following outline is recommended:

Peer Observer

- Arrive ten (10) minutes before class
- Introduce to class briefly and move on
- Observer is silent
- Use a reliable and valid observation instrument

Observation Instrument

- Check list
- Rating scheme
- Open ended narratives
- Minimize subjectivity in observation and evaluation
- Video tape

Post Conference

- Conference within one (1) week
- Present results and start with positive comments
- Provide honest, constructive feedback

9.3. Additional Resources

The [Academy for Teaching and Learning Excellence](#) (ATLE) is a safe harbor for faculty to seek guidance, suggestions, and best practices for teaching strategies, and to learn of new ideas and technologies in pedagogy. The ATLE provides support for the instructional mission of Student Success by supporting faculty in their roles as teachers and mentors to students. This support includes providing consultations, training, and just-in-time aid both in person and delivered asynchronously through the Web.

10. ADMINISTRATIVE EVALUATIONS

All faculty members shall be evaluated annually according to the individual's assigned duties and the percentage of assignment to teaching, research, service, administration, and other assigned duties and responsibilities. The annual evaluation takes place during or just upon the completion of the spring semester and no later than June 30 each year. Faculty members are offered a scheduled time with the supervisor to discuss the evaluation and receive a signed copy for their files. The APT Committee will review criteria for the annual process with administrators and if necessary, recommend changes as needed to Faculty Council.

The supervisor or person responsible for the evaluation may consider information from the following sources:

- Scholarly activities and achievements
- Instructional materials and syllabi
- Awards and commendations
- Classroom or online observations

- Student evaluations of teaching effectiveness
- Clinical reports from healthcare officials where employee was assigned
- Service to college, university, and profession

Faculty eligible for tenure should be informed in writing by the supervisor regarding their progress. This is to provide meaningful assistance for faculty to attain tenure and/or promotion and should include discussions on providing assignments which afford the opportunity for faculty to meet that goal. Supervisors should carefully and succinctly document all efforts made to assist tenure-earning faculty with the efforts to provide these opportunities and to point out deficiencies in performance which could prevent a positive tenure recommendation.

Tenured faculty members shall receive a sustained employee performance review once every seven years following the award of tenure of their most recent promotion. A performance improvement plan will be developed only for those whose performance is identified as consistently below satisfactory progress in one or more areas of assigned duties.

11. PROMOTION AND TENURE

The decision to grant tenure is one of the most crucial in the University. The granting of tenure is the result of careful review and analysis of a faculty member's body of work, consistently demonstrated in their research and/or scholarly work, teaching, and service to the college, university, and the profession. The recommendation of the college to the University and to the Board of Trustees must be based on documented, substantial, and continuous contributions in all areas of academic life.

Applications for tenure and/or promotion on all tracks are considered during the annual Promotion and Tenure Review Process conducted by the university. Applications for promotion and/or tenure of faculty are prepared utilizing the forms and guidance provided by the Senior Vice President of USF Health and in accordance with the college APT guidelines. It is the responsibility of the supervisor to inform faculty members of their standing regarding tenure earning time at the university in order to determine the appropriate timing of the tenure review process. The faculty member, in consultation with the supervisor, initiates the tenure and/or promotion process.

11.1. External Reviews

For faculty ranked as assistant professor and above, seeking promotion or tenure, at least five (5) external letters of recommendation shall be solicited to provide documentation of the faculty member's recognition at a regional, national and/or international level within their discipline. An external reviewer is someone based outside the university. The candidate may have one internal reviewer who is outside the college, but within the university.

External reviewers should have an appropriate background and professional stature to objectively evaluate the applicant's record of achievement in his or her scholarly field. The reviewer should be a faculty member or scholar who has knowledge of the individual and his or her work. Ideally external reviewers should not have a close association with the applicant, such as collaborators in research and publication, but it is recognized that at senior levels in certain fields, it may be unrealistic to expect all reviewers to have no connection to the applicant. Internal reviewers should be individuals within the University who have knowledge of the applicant's contributions and activities on campus.

The selection of external reviews begins with the applicant who provides a list of potential reviewers to the supervisor. The supervisor selects which reviewers to contact from that list (usually more than five (5) for external reviews and more than three (3) for internal reviews to ensure an adequate response) and sends letters requesting an evaluation. In the event of disagreement between the faculty member and the supervisor on the qualifications of the reviewer, the APT Committee should review the list and make recommendations to the supervisor. If the faculty member continues to disagree with the list of reviewers, the description of the disagreement shall be provided to the faculty member in writing by the supervisor

with a request (and/or recommendation) for alternate reviewers. If no agreement can be reached, the Dean shall have the final decision.

11.2. Annual Performance Evaluations

Previous years' annual performance evaluations shall be provided in the areas of teaching, research and service. For promotion applications, the previous five years' evaluations are needed, and for tenure applications, evaluations for all years of service at the University are included.

11.3. Promotion and Tenure Review

The APT Committee facilitates the annual promotion and tenure process. The committee is provided a list each year of all faculty eligible for promotion and/or tenure. Promotion and tenure reviews are normally conducted in the fifth year. The faculty member completes the university promotion and tenure application packet and protocols according to university and USF Health guidelines. Each year the APT Committee develops a timetable for the steps involved in promotion and tenure applications and distributes the timetable to the eligible faculty.

A designated administrative staff member assists candidates and the APT Committee with the promotion and tenure review process. The designee receives the completed application packet from the candidate; collects and inserts the additional documents that are required to complete the packet (external reviews, required supervisor contributions, APT Committee summary narrative statements, etc.); provides the candidate opportunities to review all documents inserted in their individual packet; and maintains the packet and makes it available to for confidential review during the review period (supervisor, APT Committee, college tenured faculty). Upon completion of the review period, Summary Narrative Statements are drafted by committee members (selected by the APT chair) for inclusion in the packet.

The tenured faculty of the college are provided a review period to individually and confidentially review all completed tenure and promotion applications, and then meet collectively at the end of the review period and cast confidential votes on tenure and/or promotion. The votes are tallied by the administrative staff member in the presence of the APT Chair; the results are recorded on the promotion and tenure application by the APT Chair, and the completed application packet is submitted to the Dean of the college for consideration.

A subcommittee of the larger APT Committee consisting of primarily non-tenured members will guide the processes for instructor promotions.

PROMOTION: INSTRUCTOR I, II, III (NON-RANKED FACULTY)

Approved by Faculty Council on March 22, 2013

Approved by USF Health Faculty Affairs on October 30, 2012

In order to demonstrate appreciation for their many contributions to the mission of the university and college, and to encourage continued career development, the university provides a promotional career path for individuals who hold the non-tenure track rank of Instructor.

The following guidelines were prepared by the college's APT Committee. They detail the criteria and procedures to be used in recommendations for faculty Instructor appointments and promotions.

In keeping with the university Board of Trustees' policy, all faculty members shall be evaluated annually based on their assigned activities. Such evaluations are included among the various information sources reviewed for recommendations concerning promotion or termination, or other changes in faculty status. Recommendations for promotion must be based on documented cumulative performance for the appropriate period of time under consideration, as well as assessment of the needs of the University and expectations for future faculty contributions. Each academic program should use these guidelines developed for the college in making their decisions. It is not expected that faculty members will accomplish all of the examples cited in the promotion criteria. The supervisor of each academic program must ensure that these guidelines are made available to the faculty that they supervise.

11.4. Eligibility and Guidelines

- Eligible employees are those classified as Instructors, whose position has been one of continued employment, and who have not been given notice of non-reappointment or termination, or delivered a letter of resignation or retirement
- Individuals must have been awarded the appropriate degree associated with the primary duties as defined by the academic unit in which the appointment resides
- Promotion to the designated positions described below requires continuous appointment for specified periods of time
- The individual must initiate the process by requesting to be evaluated for promotion
- The decision to apply for promotion rests with the individual and there will be no penalty for one's choice not to apply or for failure to achieve promotion
- This career path creates no rights other than the option to apply for promotion to the designated positions

11.5. Criteria for Promotion

Appointments to the position of Instructor have been made to cover a wide variety of job assignments at the university, some of which do not entail traditional faculty activities. For this reason, judgments regarding the Instructor career paths described hereafter are expected to be based on the individual's primary FTE assignment. At the college, the Instructor assignment must include teaching.

Teaching

Teaching is a fundamental function of the faculty of the college. Effective teaching requires a thorough knowledge of the subject, the ability to present the material and the ability to work with, motivate and serve as a positive role model for students. Teaching occurs in a variety of settings and a variety of ways. While teaching does occur in the traditional classroom, it also occurs in a number of other less traditional and less obvious settings. Even in classrooms, teaching may involve less traditional methods such as team teaching, the use of small groups of students, and the use of technology-based teaching strategies. Teaching has three components: process, content and outcomes. Process is how one teaches, that is, the use of a variety of appropriate and updated teaching methods. Content is what one teaches, and outcomes is the result or the impact of teaching on the student (e.g. what the student learns or can do as a result of teaching). Other areas to review for consideration prior to promotion are:

Responsiveness and Collaboration:

- Evidence of capacity to sustain and build relationships and teams for teaching
- Engagement in collaborative interdisciplinary teaching
- Contributions to academic program and College teaching missions

Support Structure:

- Contributions to support structures of the academic program and College
- Mentoring and advising of students
- Participation in programs (certificate programs, workshops) directed to enhancing skills of practitioners
- Evidence of leadership in the design, delivery and evaluation of teaching programs that catalyze others to achieve their maximum potential

Service

Profession:

- Membership on committees of the academic program, College, University, or within the profession
- Membership in, or leadership of, a professional organization
- Serving as an editor or on the editorial board of a professional journal
- Reviewing manuscripts for professional journals
- Participation or consultation as member of a nationally recognized nursing accrediting agency

Practice:

- Membership on boards and committees in the community at large in a professional capacity (e.g. serving as a member of a county health department board)
- Membership on national or international committees, or boards
- Engagement in collaborative practice projects

General Considerations

Transcending the specific criteria enumerated above, other factors that are important for promotion and tenure include:

- Collegiality
- Good rapport with students
- Reliability and responsibility

11.6. Annual Promotion Process

Applications for promotion within the instructor track are considered during the University Annual Promotion Review Process. It is the responsibility of the faculty member to initiate contact with his/her supervisor regarding the review process. The instructor meets with her/his supervisor to ensure that he/she is eligible for promotional consideration. Supervisors are encouraged to provide a candid assessment at that time of the potential strengths and weaknesses of the instructor's application. The eligible faculty member, in consultation with their supervisor and the dean, initiates the promotion process.

Applications for promotion are completed by the eligible faculty member utilizing the forms and guidance provided by the Senior Vice President of USF Health and in accordance with college guidelines. In addition to these forms:

- 1) A letter of recommendation shall be provided from the supervisor outlining the contribution of the applicant to the department, College and University, and detailing any information not evident in the curriculum vitae or other materials relative to the merit of promotion. (This letter is inserted in the document after the department APT Committee has made its recommendation).
- 2) Previous five years' annual performance evaluations shall be provided in the areas of teaching and any other areas of assignment.

- 3) Previous years' student assessment of teaching results shall be provided for courses taught within the past five years.

The candidate is responsible for ensuring that the promotion application packet is complete and complies with college, university and USF Health guidelines. If packets are incomplete, not in compliance, or submitted after the application deadline date, review may be delayed until the following year's review process.

The candidate's direct supervisor/department director (assistant dean or above) reviews the application provided by the recommendation into the application file. Then the document is sent back to the College APT Committee.

The college APT Committee reviews the application and assigns overall ratings for each relevant area of assigned duties. A summary narrative statement is to be provided by the APT Committee that justifies the assigned rankings. The APT Committee summary narrative statement is *required* in cases where promotion is not recommended. The narrative should specify the reasons for that decision and make suggestions for improvement that might result in a positive decision at a later date.

The College APT Committee, using the guidelines established by the university and the college, reviews the application. The results of the secret ballot votes, summary narrative statement, and final recommendations are submitted to the Dean along with the complete application files. The Dean reviews all materials and provides a final decision.

A listing of Instructor promotional decisions are to be provided by college to the Senior Vice President of USF Health by May of each year. Promotion is awarded at the beginning of the contract year.

11.7. Promotion Tables

Instructor (Non-Tenure Track)		
Table 1: Teaching, Service and General Considerations		
Instructor Level I	Instructor Level II	Instructor Level III
The following criteria must ordinarily be met for appointment or promotion to the level of Instructor Level I:	The following criteria, not in entirety, must ordinarily be met for promotion to the level of Instructor Level II:	Demonstrates excellence in teaching
<p>All initial appointments of non-tenure-earning Instructors will be designated as Level I</p> <p>Typically reflective of individuals whose assignment includes teaching of students and practitioners</p> <p>A minimum of a Master's degree in an appropriate area of specialization</p> <p>Southern Association of Colleges and Schools (SACS) credentialing requirements for the specific discipline, if course instruction is part of faculty member's assignment</p>	<p>Following a minimum of five years of continuous and productive accomplishment as an Instructor, Level I at the university is typically expected. In rare instances, earlier eligibility may be considered for outstanding candidates, but a minimum of three years of experience at Level I is required. After the appropriate period of service, Instructors may apply to be considered for a promotion on the basis of meritorious performance</p> <p>Following a comprehensive review and assessment, excellence in the principal assigned duty is required, as demonstrated by earning an</p>	<p>Following an individual phase-in period of the career path program, a minimum of five years of continuous and productive accomplishment as an Instructor Level II at the university is typically required. In rare instances, earlier eligibility may be considered for outstanding candidates, but a minimum of three years of experience at Level II is required. After the appropriate period of service, Instructors may apply for a promotion on the basis of meritorious performance</p> <p>A comprehensive review and assessment is conducted following the guidelines specified for Level II</p>

<p>An expectation of continued growth in primary area of responsibility and teaching</p> <p>An expectation of basic contributions to scholarship/research</p> <p>An expectation of contributions in the area of service commensurate with the college's mission</p> <p>An expectation of collegiality and participation as a citizen of the university</p>	<p>overall rating of "Outstanding" from the evaluating units. This evaluation should be in concert with, but not solely determined by, the last five years of annual evaluations. In addition to annual evaluations, the required comprehensive review should assess the individual's holistic contributions to the college</p> <p>Maintains certification in area of professional practice</p> <p>Contributes to literature in the discipline</p> <p>Demonstrates capacity for continuing growth as a teacher. Documentation of courses taught for the preceding 5 years, with numbers of students involved</p> <p>Scope of teaching activities, such as size and level of teaching load, and any exceptional responsibilities undertaken</p> <p>Evaluation by students/practitioners of courses taught including a summary statement indicating how these evaluations generally compare to others in the department or program</p> <p>If research is significant FTE assignment, an expectation of continued growth as a scholar/researcher</p> <p>An overall rating of "Strong" is required from the department on any additional areas of assignment that average 0.10 FTE during the last five years of annual evaluations</p> <p>If an individual has equal primary FTE assignments, one must be designated as the primary area and ratings assigned accordingly. That is, the primary area must be evaluated as "Outstanding" and</p>	<p>The faculty member should have had substantial experience in teaching in order to be considered for this level, including evidence of innovative approaches to teaching, capability of incorporating new developments in the discipline into course content</p> <p>Evaluation by students/practitioners of courses taught including a summary statement indicating how these evaluations generally compare to others in the department</p> <p>Evidence that teaching has a significant impact on students beyond what is considered usual or normal</p> <p>In a consistently competent manner, performs course development, curriculum planning, course teaching, providing guidance service and counseling to students and junior faculty, and participating in meaningful university activities</p> <p>Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions</p> <p>If research is significant FTE assignment, an expectation of continued growth as a scholar/researcher</p> <p>Grants to support instructional activities (where these can be construed as an individual faculty member's accomplishments)</p> <p>Grants to support research activities, which also have some impact on teaching.</p> <p>In assigning ratings for Level III, evaluating units should assess whether the individual has demonstrated continuous development and has achieved significant accomplishments</p>
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	<p>the remaining areas rated as no less than "Strong"</p> <p>Where individuals have multiple assignments, a rating of "Satisfactory" will not disqualify an individual from consideration for promotion if the FTE assignment in that area is 0.10 or less</p> <p>Collegiality and participation as a citizen of the university and the college</p> <p>Contributions in the area of service to the college or university, their profession</p>	<p>beyond that considered at the Level II review</p> <p>Examples of such accomplishments include, but are not limited to receiving awards related to assigned duties, publishing material in professional outlets related to assigned duties, and developing innovations that have had a demonstrably positive effect in promoting the mission of the university</p> <p>Collegiality and participation as a citizen of the university and the college</p> <p>Contributions in the area of service to the college or university, their profession</p>
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12. PROMOTION: RANKED FACULTY, NON-TENURE TRACK

Approved by Faculty Affairs (February 2013)

Approved by USF Health Faculty Affairs September 18, 2012

12.1. Eligibility and Guidelines

The following college-wide criteria must be met for faculty in the ranks of assistant, associate and full professor:

Evidence of competence in three (3) major areas to include teaching, service and practice, and clinical scholarship by rank according to the tables 1-3.

- Earned doctorate in nursing or related area
- Evidence of current licensure to practice in Florida as Registered Nurse or Advance Practice Registered Nurse
- Master's degree in nursing
- Academic assignment is predominately teaching
- National certification in specialty

Assistant professors possess a high level of commitment and ability for teaching and advising students, demonstrate content knowledge and skills, demonstrate potential for research and scholarly work, and participate in service activities to the academic unit, university, and profession.

Associate professors have all of the qualifications for assistant professor, and normally are promoted to associate professor after five (5) years at the assistant professor rank. Associate professors have a high level of competence in teaching; have demonstrated significant scholarly productivity; have leadership and mentorship experiences and strengths as well as strong participation in professional, academic and community service activities.

Professors have all of the qualifications of associate professor, and 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 level and those of the lower rank. The college APT Committee reviews applications for promotion on a yearly basis according to the promotion procedures and yearly timetable. A progression timetable for non-tenure track faculty is five (5) years.

12.2. Promotion Tables

Non-Tenure Track		
Table 1: Teaching		
Assistant Professor	Associate Professor	Professor
Demonstrates beginning competence in teaching	Demonstrates growth of competence in teaching	Demonstrates excellence in teaching
As reflected by: Receives positive peer and student evaluations of classroom and clinical teaching Reflective self-evaluation of teaching, identifying areas of	As reflected by additional indicators: Receives above average to outstanding ratings by students and peers on classroom and clinical teaching	As reflected by additional indicators: Receives outstanding student and peer evaluations of effective instructional strategies

<p>strengths and weaknesses, with a plan for success in meeting teaching goals</p> <p>Serves as a guest lecturer in addition to assignment</p> <p>Provides teaching services to members of the public</p> <p>Introduces evidence into teaching</p>	<p>Reflective self-evaluation of teaching, identifying areas of strength and weaknesses, with a plan for continued growth in the teaching role</p> <p>Provides teaching services beyond the school (e.g., continuing education)</p> <p>Integrates best evidence into teaching</p>	<p>Provides expert teaching services beyond the school such as visiting professor or invited clinician/scholar</p> <p>Uses teaching expertise to disseminate knowledge of mentoring strategies for clinicians across disciplines and at multiple levels of expertise</p> <p>Acts as a leader in promoting best evidence into teaching</p>
<p>Develops skills in the ability to mentor others</p>	<p>Demonstrates ability to mentor others</p>	<p>Demonstrates ability to mentor others at the regional or national level</p>
<p>As reflected by:</p> <p>Develops skills in formal and informal mentoring which facilitates student</p> <p>Develops skills in the mentoring of a colleague's professional development, problem solving, and effective use of University and community resources</p> <p>Serves as a clinical practice role model and mentor of student's development in practice</p> <p>Uses clinical expertise to mentor novice clinicians in their professional role development. Works with students in directed independent study</p> <p>Assists students in achieving competencies in clinical and didactic courses</p> <p>Serves as a doctoral dissertation committee member</p> <p>Serves on DNP project committees</p>	<p>As reflected by additional indicators:</p> <p>Demonstrates expertise in mentoring which facilitates students</p> <p>Demonstrates expertise in mentoring colleagues in professional development problem solving, effective use of University and community resources.</p> <p>Mentors undergraduate and graduate students project preparation</p> <p>Attracts students to program related to expertise. Shares expertise with students at a level appropriate to their stage of professional development</p> <p>Assists colleagues to become more effective teachers and serves as a role model of teaching effectiveness</p> <p>Serves as a clinical practice role model and mentors students across disciplines</p> <p>Co-Chairs DNP project committees</p>	<p>As reflected by additional indicators:</p> <p>Engages in formal and informal mentoring which facilitates students</p> <p>Engages in mentoring colleagues in their professional development at the regional or national level.</p> <p>Serves as faculty sponsor and mentor for visiting clinicians or practice scholars</p> <p>Serves as a clinical practice role model and mentor of students' development in practice</p> <p>Contributes subsequently to the performance and professional development of graduates</p> <p>Uses clinical expertise to mentor novice clinicians in their professional role development</p> <p>Chairs DNP project committees</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 college</p>

<p>As reflected by:</p> <p>Participates in college curriculum committees and task forces</p> <p>Participates in the development of effective and innovative teaching strategies such as audiovisual media and online technologies</p> <p>Uses research findings in teaching</p> <p>Participates in development of new courses, major revisions of existing courses, and programmatic curriculum design</p>	<p>As reflected by additional indicators:</p> <p>Chairs college curriculum committees and task forces</p> <p>Participates in curriculum revision, development and evaluation</p> <p>Participates in activities to promote interprofessional education</p> <p>Contributes to the development of effective and innovative teaching strategies such as audiovisual media and online technologies</p> <p>Submits extramural training program grants</p> <p>Coordinates course offering and concentrations</p> <p>Evaluates research in the area of teaching/learning technology</p> <p>Evaluates research findings for application in teaching</p> <p>Contributes to development of new courses, major revisions of existing courses, and programmatic curriculum design</p>	<p>As reflected by additional indicators:</p> <p>Participates in university and curriculum committees and task forces</p> <p>Invited to guest lecture in courses across the university</p> <p>Serves as a leader in interprofessional education across the university</p> <p>Assumes leadership in educational activities related to the university or the profession</p> <p>Develops innovative teaching, media, or testing materials that are approaches used within and beyond the school</p> <p>Provides leadership in development and evaluation of innovative teaching strategies and/or technologies</p> <p>Disseminates knowledge in the area of teaching/instructional competencies through publication in peer-reviewed journals or books</p> <p>Initiates and leads the development of new courses, major revisions of existing courses, and programmatic curriculum design</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>Contributes to the development of training grants or other funding mechanisms which advance the teaching mission</p>	<p>As reflected by additional indicators:</p> <p>Demonstrates ability to mentor students and less experienced faculty in content area</p> <p>Teaches courses, classes and consults in content area</p> <p>Publishes teaching materials such as education focused manuscripts, chapters and textbooks</p>	<p>As reflected by additional indicators:</p> <p>Achieves recognition for mentoring in teaching strategies and /or content area of expertise</p> <p>Invited to present on teaching/education expertise at conferences and in consultation</p> <p>Submits training grants or other funding mechanisms which advance the teaching mission</p>

	Provides leadership for and/or contributes to the development of training grants or other funding mechanisms which advance the teaching mission	
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Non-Tenure Track

Table 2: Service and Practice

Assistant Professor	Associate Professor	Professor
Demonstrates significant service contributions	Demonstrates leadership in service contributions	Is nationally recognized for service contributions
<p>As evidenced by:</p> <p>Serves on college committees and represents the college on at least one university committee</p> <p>Participates in activities of professional organizations. Participates in community service aligned with educational mission</p> <p>Attends professional conferences and works to enhance knowledge and visibility of the college</p> <p>Elected or appointed to local or regional professional or community service organization</p> <p>Elected or appointed leadership positions in the profession and/or community at the state or regional level</p> <p>Presents and organizes at workshops /continuing education programs for professional and community groups</p> <p>Acquires national certification in area of clinical practice within two years of appointment</p> <p>Engages in clinical practice in area of expertise</p> <p>Active participation in/on clinical practice committees, regional clinical practice organizations, regional task forces and advisory boards, clinical advisory boards</p>	<p>As evidenced by additional indicators:</p> <p>Chairs college committees and represents the college on at least one university committee</p> <p>Serves on committees of professional organizations or state and regional boards and commissions</p> <p>Integrates service with education components</p> <p>Elected or appointed leadership positions in the profession and/or community at the state or regional level</p> <p>Provides consultation to professional groups</p> <p>Serves as reviewer for professional journals</p> <p>Engages in clinical practice and serve as a mentor to other clinicians</p> <p>Achieves leadership, elected officer, chair and/or participation in: clinical practice committees, national clinical practice organizations, national task forces and advisories, clinical advisory boards, administrative position such as head of service director of program</p> <p>Demonstrates a record of peer-reviewed publications which</p>	<p>As evidenced by additional indicators:</p> <p>Contributes to committees, councils, and Senate with participation or leadership roles</p> <p>Assumes chair and/or serves on special review groups, task forces, and policy making bodies</p> <p>Serves as a member of extramural training review committees and/or research/education committees</p> <p>Organizing and chairing major community service efforts</p> <p>Evaluates materials of persons from other universities for purposes of promotion</p> <p>Serves as reviewer for professional journals</p> <p>Provides substantial presentations and keynote addresses at professional meetings</p> <p>A consistent record of elected or appointed leadership positions in the profession and/or community at the national or international level</p> <p>Evidence of leadership contributions through awards, nominations, elections, and consultancies</p> <p>Engages in clinical practice to include leading clinical practice</p>

<p>Participates in scholarly activities, such as the identification of clinical problems, data collection, integrating research findings to improve practice, and/or collaboration on a research project as a clinical content expert</p> <p>Presents scholarly work at peer-reviewed state, regional, and/or national conferences</p> <p>Participates in quality improvement initiatives related to clinical practice</p>	<p>reflects clinical area(s) of expertise; may be as a contributing author</p> <p>Demonstrates leadership in clinical scholarship and/or initiation of changes in healthcare delivery</p> <p>Demonstrates evidence of improving clinical practice through participation in research, scholarship, or creative activity</p> <p>Presents scholarly work at peer-reviewed national conferences</p> <p>Leads quality improvement initiatives</p>	<p>initiatives and or interdisciplinary teams</p> <p>Substantial contributions to state, national, or international health or practice initiatives</p> <p>Consults at the state, national, and/or international level as a clinical expert</p> <p>Demonstrates a sustained record of peer-reviewed publications as primary author reflecting clinical expertise</p> <p>Demonstrates a sustained record of scholarly presentations at peer-reviewed national/international conferences reflecting clinical expertise</p> <p>Evaluates effectiveness of changes in clinical practice; quality improvement initiatives</p> <p>Serves on national practice forums</p>
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Non-Tenure Track		
Table 3: Clinical Scholarship		
<p>Generates scholarly contributions to the profession that improve nursing practice, education, or health policy</p> <p>Articulates a clear plan for continued development of clinical scholarship</p> <p>Disseminates scholarly work in peer-reviewed journals and presentations</p>	<p>Builds a program of clinical and/or educational scholarship</p> <p>Participates in interdisciplinary and/or collaborative clinical scholarship.</p> <p>Disseminates scholarly work in peer-reviewed journals and national presentations</p>	<p>Obtains support for clinical scholarship</p> <p>Provides leadership in interdisciplinary and/or collaborative clinical scholarship</p> <p>Disseminates scholarly work in highly ranked peer-reviewed journals and national/international presentations</p>
<p>As evidenced by:</p> <p>Pursues or receives funding for clinical projects/programs</p> <p>Evaluates research findings for application in clinical practice</p> <p>Participates in the development of information systems for nursing practice or clinical outcomes</p>	<p>As evidenced by additional indicators:</p> <p>Demonstrates outcomes of scholarship in a focused clinical area</p> <p>Demonstrates productivity within a focused area of scholarship.</p>	<p>As evidenced by additional indicators:</p> <p>Demonstrates consistent and substantial outcomes of scholarship</p> <p>Demonstrates evidence of recognition at the state or national level as an expert in an area of scholarship</p>

<p>Participates in the development and use of relevant clinical databases</p> <p>Translates new knowledge through primary and co-authorship in peer reviewed journals and presentations that advance clinical practice</p>	<p>Advances information systems for nursing practice or clinical outcomes</p> <p>Conducts evaluation studies of clinical practice models in nursing</p> <p>Contributes to evidence-based practice reviews and guideline development regionally</p> <p>Assumes a leadership role and participates in the development and application of clinical databases</p> <p>Demonstrates a consistent and continuing record of peer-reviewed scholarly publications, presentations, and/or consultations</p> <p>Achieves a record of intramural and extramural funding to support clinical scholarship (e.g., CDC or HRSA program grant)</p>	<p>Achieves national or international recognition from a peer professional group as a clinical scholar</p> <p>Demonstrates consistent record of funding for clinical projects and programs</p> <p>Leads the development of evidence-based practice guidelines in area of systematic inquiry</p> <p>Establishes new directions for advancement of nurse practice standards</p> <p>Evaluates information systems for nursing practice or clinical outcomes</p> <p>Assumes primary leadership and participation in the development and application of clinical databases with analysis and interpretation of patient outcomes and practice metrics</p> <p>Demonstrates a continuing record of peer-reviewed scholarly publications and presentations</p> <p>Achieves leadership in national clinical scholarship (e.g., journal editor, editorial board member, national and/or international consultant, national review panels or study sections)</p> <p>Achieves national recognition for scholarly contributions</p>
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13. PROMOTION AND TENURE: RANKED FACULTY, TENURED AND TENURE-TRACK

Approved by Faculty Council October 2014

Updated July 15, 2014

Approved June 17, 2011

13.1. Eligibility and Guidelines

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 scholarship, and service by rank according to the tables 1-3.

- Earned doctorate

In addition, for nurse faculty:

- Earned doctorate must be in nursing or related area
- Evidence of current licensure to practice in Florida as a Registered Nurse and/or Advanced Practice Registered Nurse
- Master's degree in nursing

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 five (5) years at the assistant professor rank. Associate professors should have a high level of competence 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's APT committee reviews applications for promotion and tenure on a yearly basis according to the Promotion and Tenure procedures and yearly timetable.

13.2. Tenure

Tenure is a status granted by the board of trustees upon recommendation of the president. Tenure represents a guarantee of annual reappointment until the faculty member voluntarily resigns or retires, is terminated for just cause, is discontinued because of layoff, is deemed to have abandoned his/her position, or passes away.

Tenure is normally considered in the sixth year of tenure-earning service, but may be considered earlier. If tenure is not granted by the end of the sixth year, a faculty member may not continue in that position and must be given a notice of non-reappointment. Normally tenure is granted to assistant professors simultaneous with promotion to associate professor.

A faculty member who wishes to be a candidate for tenure before the sixth year of tenure-earning service must request permission to do so. Early review must be approved by the supervisor and Dean. Part-time tenure-earning service of a faculty member employed at least one full semester in any 12-month period shall be accumulated on a pro-rata basis (e.g., two years of half time service is considered one year of service for purposes of tenure eligibility). The semesters during which a faculty member is on paid or unpaid leave are not credited toward tenure unless by mutual agreement between the faculty member and the Dean.

Under exceptional circumstances, faculty may be recommended for tenure at the time of their initial appointment, independent of their previous tenure-earning or tenured status. Such recommendations require the concurrence of the APT Committee, the supervisor, the Dean, the provost, the president, and the Board of Trustees.

13.3. Annual Review

The committee is provided a list each year of all faculty eligible for tenure. Tenure reviews are normally conducted in the fifth tenure-leading year. The faculty member completes the appropriate tenure packet and protocols according to university and USF Health guidelines. Each year the APT Committee develops a timetable for the steps involved in the tenure application and transmits these to the candidates. The Tenure application is reviewed by the tenured members of the APT Committee in a meeting, and a confidential vote is taken. The tenured faculty of the college then meet to review the packet, and that group votes confidentially. The votes are tallied by a staff member in the presence of the chair of the committee and the results transmitted to the Dean.

13.4. Mid-Tenure Review

Mid-tenure reviews are conducted by the APT Committee for tenure track faculty in the third year of employment in the tenure earning line. Two tenured faculty will be appointed to review each candidate. A tenure-track faculty member must serve a probationary period prior to being considered for tenure.

This review consists of the normal peer review process, with the addition of a self-evaluation submitted by the faculty of achievement of objectives in each of the three areas reviewed, teaching, research/ scholarship, service.

Part of the documentation of the mid-tenure review is a plan for addressing areas of unmet achievements. These documents will be reviewed by two tenured members of the APT Committee. A meeting will be held between the faculty and the APT members, and a final report will be developed to outline areas of strength and achievement and to address areas which need strengthening in order to progress towards tenure. The goal of the review is to assist faculty in developing a plan and carrying out needed actions to fulfill all dimensions of the requirements for tenure. The report and the faculty response, and a copy of the plan will be forwarded to the faculty member's supervisor and/or Associate Dean.

The college uses the **USF Health Timetable: Progress Toward Tenure Review** as its template.

The Dean's Office sends the timetable to the APT Committee who then sets the calendar for eligible faculty in the college. This list is obtained from the Dean's Office.

The components of the timetable include:

- Letters to supervisors and a list of faculty who should participate in the process
- Invitation to eligible faculty, with procedures
- Portfolios ready for College APT Committee Review
 - The Committee will determine the format for submission (hard copy or electronic)
 - The portfolio will be reviewed by two tenured members of the APT Committee. A meeting will be held between the faculty and the APT members, and a final report will be developed to outline areas of strength and achievement and to address areas which need strengthening in order to progress towards tenure. The goal of the review is to assist faculty in developing a plan and carrying out needed actions to fulfill all dimensions of the requirements for tenure.

- This report will be reviewed by all tenured members of the faculty in a called meeting and comments and suggestions solicited at that time.
- The chair of APT will meet with the faculty member to review the report.
- The faculty member may prepare a written response to the report.
- The report and the faculty response will be forwarded to the faculty member's supervisor and/or Associate Dean.

The tenure packet that is university generated is used for this review.

13.5. Tenure and Promotion Tables

Tenured and Tenure Track		
Table 1: 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
As reflected by: Working with students in directed independent study Assisting students in achieving competencies in clinical and didactic course	As reflected by additional indicators: Mentoring of graduate students in thesis and dissertation preparation Serving on, co-chairing and chairing thesis/dissertation/DNP committees	As reflected by additional indicators: Chairing and/or serving on graduate thesis and dissertation committees both internal and external to the college
Demonstrates commitment to the educational mission of the College	Demonstrates leadership in the educational mission of the college	Demonstrates leadership in the academy
As reflected by: Participating in college curriculum committees and task forces	As reflected by additional indicators: Organizing, teaching and administering courses within the college	As reflected by additional indicators Participating in university and curriculum committees and task forces

	<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>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>
Demonstrates advanced expert knowledge and competence in a specialty area	Advances scholarly thinking with students and colleagues	Is recognized nationally for knowledge in area of expertise
<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>Publishing teaching materials such as education focused manuscripts, chapters and textbooks</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>

<p style="text-align: center;">Tenured and Tenure Track</p> <p>Table 2: Research and Scholarship</p>		
Assistant Professor	Associate Professor	Professor
Demonstrates promise as a researcher/scholar	Demonstrates achievement of recognition as a researcher/scholar	Demonstrates excellent achievement of a nationally recognized program of research/scholarly activity.
<p>As evidenced by:</p> <p>Initiating a program of original research</p> <p>Defining a focus area for one's program of research</p> <p>Developing a record of substantive contributions to</p>	<p>As evidenced by additional indicators:</p> <p>A consistent record of research/scholarly activities in a developing program of research</p> <p>Submission of extramural grant proposals as a P.I with reviews indicating potential for funding</p>	<p>As evidenced by additional indicators:</p> <p>Recognition of a program of original research/scholarship through funding, invited presentations at national and international conferences</p> <p>Leadership of research teams in</p>

<p>research grants</p> <p>Publishing dissertation</p>	<p>Participation as a principal-investigator on an externally or internally funded grant</p> <p>Where appropriate, consideration may be given to external peer recognition, as demonstrated by funded research, and to the impact of applied work (e.g., through inventions, development and potential commercialization of intellectual property, and technology transfer)</p>	<p>the submission of extramural grant proposals</p> <p>A sustained record of successfully funded grants from a variety of funding sources</p> <p>Serving as a reviewer of grant proposals at national levels</p> <p>Where appropriate, consideration may be given to external peer recognition, as demonstrated by funded research, and to the impact of applied work (e.g., through inventions, development and potential commercialization of intellectual property, and technology transfer)</p>
<p>Presents and publishes scholarly work</p>	<p>Establishes a record of scholarly presentations and publications in well regarded scientific journals</p>	<p>Has a record of substantive presentations and publications in well regarded scientific journals</p>
<p>As evidenced by:</p> <p>Scholarly papers (reviews and data-based papers) published or in press in peer reviewed journal</p> <p>Research/scholarly work presented at peer-reviewed local and regional conferences</p>	<p>As evidenced by additional indicators:</p> <p>A majority of scholarly papers that are data-based and peer reviewed</p> <p>A majority of first- or solo-authored peer reviewed papers</p> <p>Regularly presenting research/scholarly work at peer-reviewed national and international conferences</p>	<p>As evidenced by additional indicators:</p> <p>A substantial record of data- based publications in high impact factor peer reviewed journals</p> <p>Serving as editor or guest-editor for prestigious, peer-reviewed journals or books</p> <p>Is invited or keynote speaker at national and international conferences</p> <p>Receiving recognition through awards for contributions to research</p>
<p>Contributes to the research mission of the College</p>	<p>Mentors junior faculty and students in research</p>	<p>Demonstrates a record of research mentorship</p>
<p>As reflected by:</p> <p>Integrating research focus into teaching and service</p> <p>Participating in research interest groups, and other organized research focused activities</p> <p>Serving as a reviewer for journals</p>	<p>As reflected by additional indicators:</p> <p>Co-authoring papers with students and junior faculty</p> <p>Co-presenting poster and paper presentations with students and junior faculty</p> <p>A record of advising doctoral</p>	<p>As reflected by additional indicators:</p> <p>A sustained record of advising doctoral students, and participating on and chairing dissertation committees</p> <p>A sustained record of involving students in research</p>

Reviewing abstracts for local and regional conferences	students and participating on committees Reviewing abstracts for national and international conferences	Funding and awards to mentees
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Tenured and Tenure Track

Table 3: Service		
Assistant Professor	Associate Professor	Professor
Demonstrates significant service contributions	Demonstrates leadership in service contributions	Is nationally recognized for service contributions
<p>As evidenced by:</p> <p>Serving on college committees and representing the college on at least one university committee</p> <p>Active membership in professional organizations</p> <p>Participating in community service aligned with research and/or educational mission</p>	<p>As evidenced by additional indicators:</p> <p>Chairing college committees and representing the college on at least one university committee</p> <p>Serving as a leader in professional organizations</p> <p>Integrating service with research and/or education components</p>	<p>As evidenced by additional indicators:</p> <p>Chairing or co-chairing university committees</p> <p>National recognition for leadership in professional organizations</p> <p>Organizing and chairing major community service efforts</p>