University of South Florida

College of Nursing

Appointment, Promotion and Tenure

Committee Guidelines

2019-2020

Approved by CON Faculty Council: 07/20/2018
Approved by CON Dean: 08/07/2018
Approved by OFAA, USF Health: 11/25/2018
Approved by SVP, USF Health: 11/25/2018
Approved by Vice Provost for Academic Labor Relations (CBA): 09/17/2019
13.  PROMOTION: RANKED FACULTY, NON-TENURE TRACK .......................................................... 21
  13.1.  Eligibility and Guidelines .................................................................................................. 22
  13.2.  Mid-Point Review ........................................................................................................... 22
  13.3.  Promotion Tables ............................................................................................................. 23
14.  PROMOTION AND TENURE: RANKED FACULTY, TENURED AND TENURE-TRACK ......... 27
  14.1.  Eligibility and Guidelines .............................................................................................. 27
  14.2.  Tenure ............................................................................................................................ 27
  14.3.  Annual Review ................................................................................................................ 28
  14.4.  Mid-Tenure Review ....................................................................................................... 28
  14.5.  Tenure and Promotion Tables ........................................................................................ 29
1. **ANNUAL CALENDAR**

<table>
<thead>
<tr>
<th>Month</th>
<th>Committee Tasks</th>
<th>Peer Review</th>
<th>Mid-Tenure Review</th>
<th>Promotion &amp; Tenure</th>
<th>Distinguished Professor Award</th>
<th>Sabbatical &amp; Professional Development Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>First Annual Meeting; elect chair; New members elected; sub-committees formed; members appointed</td>
<td></td>
<td></td>
<td>Completed Application Packets Due; Request Letters from External Reviewers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>Annual projects/tasks assigned to committee members</td>
<td></td>
<td>External Reviewer Responses due; Department chair review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan</td>
<td>Chair announces process to faculty</td>
<td>Develop Packet</td>
<td></td>
<td>Completed Packet due to Dean</td>
<td>Call for nominations; review, identify and submit to Dean</td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td></td>
<td></td>
<td></td>
<td>Completed Packet due to USF Health (HARD DEADLINE)</td>
<td></td>
<td>Begin process, discuss with supervisor</td>
</tr>
<tr>
<td>Mar</td>
<td>Review Comm. Guidelines (annually)</td>
<td>Peer Review Workshop (at Faculty Council)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr</td>
<td>Packet Due (3rd Mon); APT Review (4th Fri)</td>
<td>Packet Due; APT Review</td>
<td></td>
<td>Orient Faculty to Procedures for Promotion and Tenure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td>APT Report to Dean</td>
<td></td>
<td>Distribute Notice of Intent to all eligible faculty; Timetable released by USF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jun</td>
<td></td>
<td></td>
<td></td>
<td>APT notified of interest; begin to develop packet; Identify external reviewers; Finalize college timetable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jul</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug</td>
<td>No Meeting; Annual Report to Faculty Council (Chair)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 (USF Health), 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 from the College of Nursing serving as senators of the USF Faculty Senate 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: 2018), as stated below:

1) Develop and maintain the College of Nursing APT Guidelines ensuring that they are consistent with University of South Florida (USF) Tenure and Promotion Guidelines.
2) Facilitate the overall tenure and/or promotion application process through College of Nursing and university channels in accordance with university policies.
3) Develop a calendar for tenure and promotion to be distributed to the faculty annually.
4) Provide an opportunity for all tenured faculty to participate in the tenure process; ONLY tenured faculty in the College of Nursing 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 College of Nursing.
5) 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 chairperson 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 College of Nursing.

6) 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. The faculty member shall be able to review the APT Committee evaluations/recommendations prior to it going to the next level.

7) Evaluate faculty appointment requests for the ranks of assistant, associate or full professor and all joint appointments and provides rank recommendations.

8) Conduct the annual faculty peer review process in accordance with the policies of the university.

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 to the Dean a formal endorsement for the academic rank and tenure of external candidates, in accordance with university and college criteria. 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 review 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 rank upon appointment shall be confirmed by APT Committee members of equal or higher rank for which the candidate seeks appointment; recommendations for tenure shall be confirmed 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 at 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. Adjunct faculty members are oriented to program and/or course expectations upon hire, and are evaluated at completion of appointment.
- **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 without recommendations of the APT Committee; 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.

**Changes to Track:** Changes from tenure track to non-tenure track requires opening a search for the tenure track position. This change 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 changes must support the needs and mission of the college, requires documented review and support from the college APT Committee. Such changes are subject to state appropriated fund availability and the approval of the supervisor, Vice 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, Vice 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:** Tenure-Track Faculty may apply for a non-tenure track position if available, accomplished through a search prior to January 15th of the year their tenure decision.

**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 [UFF Collective Bargaining Agreement](#).

### 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.
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 references (outside of the university) 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.

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.

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. Please refer to the Collective Bargaining Agreement for the United Florida Faculty Article #9 (http://health.usf.edu/nursing/faculty-staff/facultyaffairs, under Faculty Handbook), and Graduate Studies Catalog http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2017-2018.pdf for more information.

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. Tenure-earning faculty are provided 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 annual peer review of all faculty who wish to participate. 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 included in the review period (provided to individual faculty by their administrators)
5) Current Curriculum Vitae
6) Teaching Evaluations for the three semesters included in the review period
7) FAIR Reports –if available- for the three semesters included in 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
- Two weeks notice required to faculty member being observed.
- 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.

9.4. Peer Review Committee Procedures

1. The APT chair sets the deadline for peer review materials to be submitted to the APT Support administrator. This typically is scheduled for May 15th in order for the APT committee to have an all-day review meeting around May 26. This permits time for the APT chair to finalize peer review scores available to applicants prior to their annual administrative evaluations which must be completed by July 1.
2. Once all peer review applications have been received, the APT Support Administrator compiles a list of the applications by faculty rank.
3. The APT chair assigns 2 APT committee members to review each application. Reviewers must be at or above the rank of the applicant.
4. Reviewers will complete a 2-page worksheet providing one score for each of the assigned duties sections in teaching, research/scholarship, and service. Administrative assignments are not reviewed by the APT committee. On the first page of the worksheet, scores are provided with a rationale for the score. The narrative should reflect the score. On the second page, a summary of achievements (strengths and weaknesses) with recommendations for improvements are completed in narrative form.
5. A meeting of the APT committee is held in May, typically lasting 5-6 hours, where the two peer reviewers present their findings and consensus is reached by the committee. The chair records the final scores on a master sheet.
6. In the following days after the meeting, the two reviewers meet and combine or revise their comments to produce one final peer review form that is sent to the APT chair, who reviews and signs the form.
7. All peer review forms are sent in PDF form by the chair to the applicant via email.
8. The applicant is free to share the peer review scores and comments with their administrative supervisor.

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. The documentation should 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, discuss deficiencies in performance, and make plans that support a positive tenure and/or promotion 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/scholarship 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. Mid-Tenure Review

The APT Committee conducts mid-tenure reviews for tenure-earning faculty in the fourth year of employment. A tenure-track faculty member must serve a probationary period of no more than 7 years prior to being considered for tenure in the eighth year. Two tenured faculty are appointed as primary reviewers for each candidate. The goal of the review is to assist faculty in developing a plan to fulfill all dimensions of the requirements for tenure. The review consists of completion of the tenure and promotion application, with a self-evaluation submitted by the faculty describing achievement of objectives in each of the three areas reviewed: teaching, research/scholarship, and service. Part of the documentation of the mid-tenure review is a plan for addressing areas of unmet achievements.

A meeting is held between the faculty and the APT chair, and a final report is developed to outline areas of strength and achievement and to address areas which need strengthening to progress towards tenure. The report, faculty response, and a copy of the plan will be forwarded to the faculty member’s supervisor and Dean.

11.4. 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 seventh 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.
12. PROMOTION: INSTRUCTOR I, II, III (NON-RANKED FACULTY)

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.

12.1. 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

12.2. 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 (in accordance with the Collective Bargaining Unit, Article 9). 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

12.3. Annual Promotion Process
Applications for promotion within the instructor track are considered during the University Annual Promotion Review Process. A minimum of 5 years is normally required for all Instructor promotions; early (3 years) promotion may be considered only in extraordinary circumstances, with Dean approval. It is the responsibility of the faculty member to initiate contact with his/her 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 (assistant dean or above) reviews the application. The application is then 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 is 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.

12.4. Promotion Tables

<table>
<thead>
<tr>
<th>Instructor (Non-Tenure Track)</th>
<th>Table 1: Teaching, Service and General Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Level I</td>
<td>The following criteria, not in entirety, must ordinarily be met for promotion to the level of Instructor Level II:</td>
</tr>
<tr>
<td>Instructor Level II</td>
<td>Demonstrates excellence in teaching</td>
</tr>
<tr>
<td>Instructor Level III</td>
<td>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. Following a comprehensive review and assessment, excellence in the principal assigned duty is required, as demonstrated by earning an overall rating of “Outstanding” from the evaluating units. This evaluation should be in concert with the guidelines specified for Level II. The faculty member should have had substantial experience in...</td>
</tr>
</tbody>
</table>

All initial appointments of non-tenure-earning Instructors will be designated as Level I. Typically, reflective of individuals whose assignment includes teaching of students and practitioners.

A minimum of a Master’s degree in an appropriate area of specialization.

Southern Association of Colleges and Schools (SACS) credentialing requirements for the specific discipline, if course instruction is part of faculty member’s assignment.

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.

Following a comprehensive review and assessment, excellence in the principal assigned duty is required, as demonstrated by earning an overall rating of “Outstanding” from the evaluating units. This evaluation should be in concert with the guidelines specified for Level II. The faculty member should have had substantial experience in...
| An expectation of continued growth in primary area of responsibility and teaching | 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 |
| An expectation of basic contributions to scholarship/research | Maintains certification in area of professional practice |
| An expectation of contributions in the area of service commensurate with the college’s mission | Contributes to literature in the discipline |
| An expectation of collegiality and participation as a citizen of the university | Demonstrates capacity for continuing growth as a teacher. Documentation of courses taught for the preceding 5 years, with numbers of students involved |
| | Scope of teaching activities, such as size and level of teaching load, and any exceptional responsibilities undertaken |
| | Evaluation by students/practitioners of courses taught including a summary statement indicating how these evaluations generally compare to others in the department |
| | If research/scholarship is significant FTE assignment, an expectation of continued growth as a scholar/researcher |
| | 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 |
| | 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 the remaining areas rated as no less than “Strong” |
| | Where individuals have multiple assignments, a rating of 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 |
| | Evaluation by students/practitioners of courses taught including a summary statement indicating how these evaluations generally compare to others in the department |
| | Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions |
| | Grants to support instructional activities (where these can be construed as an individual faculty member’s accomplishments) |
| | Grants to support research activities, which also have some impact on teaching. In assigning ratings for Level III, evaluating units should assess whether the individual has demonstrated continuous development and has achieved significant accomplishments beyond that considered at the Level II review |
“Satisfactory” will not disqualify an individual from consideration for promotion if the FTE assignment in that area is 0.10 or less.

Collegiality and participation as a citizen of the university and the college

Contributions in the area of service to the college or university, their profession

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.

Collegiality and participation as a citizen of the university and the college

Contributions in the area of service to the college or university, their profession
13. PROMOTION: RANKED FACULTY, NON-TENURE TRACK

Based on the work of Boyer (1999), scholarship includes discovery, practice (application & integration), and teaching. Each of these domains impact the nursing scholar’s work in nursing and health care. In the revised 2018 American Association of Colleges of Nursing (AACN) adopted the position statement Defining Scholarship for Academic Nursing consistent with the Boyer Model. AACN defines three domains of scholarship significant to academic nursing include: Teaching, Discovery, and Practice. USF College of Nursing also includes service as a required component of academic citizenship. The following provides a definition of each of the scholarship domains.

The following represents a discussion of the components of Boyer’s Model:

Scholarship of Teaching
The scholarship of teaching relates to inquiry that produces knowledge that supports educating future nurses and advanced practice nurses. Teaching scholarship supports embracing diverse learning styles and learner-centered education. Areas related to the scholarship of teaching include:

- Knowledge of the topic applied in teaching-learning
  - Innovations that demonstrate faculty knowledge in relation to teaching
  - Technology application
  - Theory building
- Teaching innovations and evaluation methods
  - Research in teaching strategies, course development and outcome evaluation
  - Curricular and faculty evaluation innovations
  - Research of innovative learning environments that support diverse groups of students
- Program development and learning outcome evaluation
  - Development of outcomes assessment programs, accreditation reports, educational grants, and evaluation models
- Professional role modeling
  - Mentoring of students and novice faculty
  - Leadership roles in curriculum and instruction
  - Development of programs for lifelong learning
  - Leadership in shaping educational policy

Scholarship of Discovery
Discovery encompasses research and inquiry and relates to the production of the disciplinary and professional knowledge. Areas related to the scholarship of discovery include:

- Empirical research
- Historical research
- Theory development
- Methodological studies
- Philosophical inquiry

Scholarship of Practice
The Scholarship of practice relates to addressing and resolving specific issues with practice relevant to patients, organizations, and social problems (Boyer 1990). The development of clinical knowledge is created when scholars question methods and practices, translate evidence into improved healthcare processes and patient outcomes that may be transferrable to development of best practice. Through application (engagement) and integration (optimization) knowledge and theory are integrated in continuous, dynamic and innovative ways. The scholarship of practice may be advanced through:

- Application of competencies that promote evaluation of clinical knowledge, novel practice strategies, and care systems that utilize evidence-based processes
  - Development of quality indicators, and innovative healthcare delivery models
- Establishment of academic-practice partnerships to integrate health care systems, improve health outcomes, and contribute to development of new models of care that are meaningful/high-value
• Measurement of patient, organizational and administrative outcomes  
  o Evaluation of metrics relevant to patients, organizations, systems and policymakers  
  o Outcome analysis  
• Evaluation of inter-professional team outcomes  
  o Initiatives to optimize safety and quality

Scholarship of Leadership/Service
Faculty is encouraged to demonstrate leadership and service at the department, college, university, and through professional organizations. Faculty should demonstrate progression of leadership and service at regional, national and international levels. Faculty are encouraged to engage in service efforts that support the mission/vision/core values of the college and of the university through:

• Leadership roles in academic or clinical efforts  
• Leadership efforts toward the management of large research grants or educational programs  
• Service to the university  
  o Participation on committees and other activities that support the university or the college  
• Service to the Profession  
  o Efforts that enhance and support their chosen profession in organizations focused on nursing or teaching or the profession of education  
• Service to the community  
  o Efforts that enhance the development of communities served, may include service in the area of expertise, educational expertise, or personal expertise

13.1. Eligibility and Guidelines
Non-tenure earning faculty will select at least two scholarly domains as their primary areas of specialization, which are reflected in the assignment. The primary areas of specialization should include documentation of significant accomplishments and outstanding outcomes throughout the period of time in the current rank. Scholarly contributions in the non-primary areas of specialization are also required for promotion. Faculty seeking promotion should develop a balanced scholarly portfolio which includes all four scholarly domains as defined by the College. Additionally, Associate professors demonstrate a consistent record of at least 20 products of scholarly dissemination after 5 years in the rank. Professors demonstrate a consistent record of at least 25 products of scholarly dissemination after 5 years in the rank of Associate Professor. Examples of scholarly dissemination in the table below often overlap within domains, depending upon their purpose.

13.2. Mid-Point Review
Mid-point reviews are conducted by the APT Committee for non-tenure track faculty no sooner than the third year of employment in the rank. The mid-point review is optional and intended to be informative and encouraging to faculty who desire to proceed to promotion. It also serves as instructional to faculty who may need to improve in selected areas of performance, or, where progress is significantly lacking and apparently unlikely.

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 promotion. 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 scholarly domains. Part of the documentation of the mid-point review is a plan for addressing areas of unmet achievements. Two non-tenured faculty will be appointed to review each candidate.

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 promotion. The report and the faculty response, and a copy of the plan will be forwarded to the faculty member’s supervisor and/or Vice Dean.
A candidate for promotion to a higher rank must meet all criteria of that rank, in accordance with the Collective Bargaining Unit, Article 9. Annual peer reviews and a mid-promotion peer review are recommended to ensure the candidate is on track to meet all criteria. The college APT Committee reviews applications for promotion annually according to the promotion procedures and yearly timetable.

### 13.3 Promotion Tables

<table>
<thead>
<tr>
<th>Non-Tenure Earning Track</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td>Demonstration of beginning competence in the discipline or specialty as evidenced by:</td>
<td>Demonstration of proficiency in the discipline or specialty as evidenced by: (*required for primary area of focus)</td>
<td>Demonstration of expertise in the discipline or specialty as evidenced by: (*required for primary area of focus)</td>
</tr>
<tr>
<td>Positive peer assessments of teaching</td>
<td>*Peer-reviewed scholarly publications or presentations related to teaching methodology or learning outcomes</td>
<td>*Peer-reviewed scholarly publications or presentations related to teaching methodology or learning outcomes</td>
<td>*Peer-reviewed scholarly publications or presentations related to teaching methodology or learning outcomes</td>
</tr>
<tr>
<td>Utilizes evidence-based educational strategies that promote critical thinking and clinical decision-making</td>
<td>*Regional recognition of innovations in teaching</td>
<td>Case studies related to teaching-learning or learning theory development</td>
<td>*National and/or international recognition as an expert teacher as advanced practitioners and nurse educators</td>
</tr>
<tr>
<td>Evaluates the impact of teaching strategies in attainment of student learning outcomes</td>
<td>Serves as co-investigator on grant awards in support of teaching and learning</td>
<td>Serves as investigator on grant awards in support of teaching and learning</td>
<td>Development of new pedagogies</td>
</tr>
<tr>
<td>Utilizes instructional technology in curriculum design</td>
<td>Redesigns educational curricula to effectively prepare students as advanced practitioners and nurse educators</td>
<td>Development of educational models or theories</td>
<td>Development or testing of educational models or theories</td>
</tr>
<tr>
<td>Participates in interprofessional educational initiatives that enhance collaborative practice and/or policy development to improve health outcomes</td>
<td>Evaluates impact and efficiency of evidence-based teaching strategies in attainment of student learning outcomes</td>
<td>Serves as investigator on grant awards in support of teaching and learning</td>
<td>Leads inter-professional educational initiatives that enhance collaborative practice and/or policy development to improve health outcomes</td>
</tr>
<tr>
<td></td>
<td>Disseminates findings from programmatic evaluations to support curricular changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creates teaching methods and strategies to prepare graduates for a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovery</td>
<td>Demonstration of competence in the discipline or specialty as evidenced by: (*required for all candidates)</td>
<td>Demonstration of proficiency in the discipline or specialty as evidenced by: (*required for primary area of focus)</td>
<td>Demonstration of expertise in the discipline or specialty as evidenced by: (*required for primary area of focus)</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><em>Published project or dissertation or evidence of a scholarly plan</em></td>
<td><em>Disseminates scholarly work in regional or national invited presentations</em></td>
<td><em>Disseminates scholarly work in highly ranked peer-reviewed journals, book chapters, other creative works and national / international presentations</em></td>
<td></td>
</tr>
<tr>
<td>Evaluates research findings for application in clinical practice</td>
<td><em>An average of 3 annual peer reviewed publications within a developed area of scholarship</em></td>
<td><em>An average of 5 annual peer reviewed publications</em></td>
<td></td>
</tr>
<tr>
<td>Participates in the development and use of relevant clinical databases</td>
<td>Obtains grant support for clinical and/or educational scholarship</td>
<td><em>National recognition as an expert in focus area of scholarship as evidenced by citations or invited presentations</em></td>
<td></td>
</tr>
<tr>
<td>Translates new knowledge through primary and co-authorship in peer reviewed journals and presentations that advance clinical practice</td>
<td>Leads interdisciplinary and/or collaborative clinical and/or educational scholarship</td>
<td>Demonstrates record of funding for projects and programs</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Conducts evaluation studies of clinical practice models in nursing</td>
<td>Leads the development of evidence-based practice guidelines</td>
<td></td>
</tr>
<tr>
<td>Presents scholarly work at peer-reviewed state, regional, and/or national conferences</td>
<td>Contributes regionally to evidence-based practice reviews and guideline development</td>
<td>Establishes new directions for advancement of nurse practice standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Achieves a record of submission of quality intramural and extramural funding to support scholarship</td>
<td>Achieves national recognition for scholarly contributions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leads and disseminates quality improvement initiatives to improve outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership / Service</td>
<td>Demonstrates competence in service and/or leadership as evidenced by: (*required for candidates)</td>
<td>Demonstrates proficiency in service and/or leadership as evidenced by: (*required for primary area of focus):</td>
<td>Demonstrates expertise in service and/or leadership as evidenced by: (*required for primary area of focus)</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
|                      | *Active membership in professional organizations  
Participation in community service aligned with research and/or educational mission of the college or the university  
Local recognition for service or administrative leadership | *Chairs college committees and representing the college on at least one university committee  
*Serves as a leader in a professional organization related to focus area.  
Integrates service with research and/or education focus  
Service as a peer reviewer or on editorial boards  
Recognized achievement in leadership to department, college, university or professional society  
Performs community service related to professional expertise  
Demonstrates leadership within the practice setting as a clinician or educator through development of improved practice, policies, more efficient systems of care, etc.  
Leads interdisciplinary collaborative relationships  
Serves as a faculty mentor | *Chairs or co-chairs university Committees  
*National recognition for leadership in professional organizations  
Organizes and chairs major community service efforts  
Serves as journal editor, editorial board member, national and/or international consultant, national review panels or study sections  
Serves on civic organizations concerned with health care issues at national or international level  
Provides leadership in the University toward the aspirations, operation, development, and improvement of the organization  
Performs or leads community service related to professional expertise.  
Mentors interdisciplinary colleagues |
<table>
<thead>
<tr>
<th>Practice</th>
<th>Demonstrates competence in practice of the discipline or specialty as evidenced by: (*required for candidates)</th>
<th>Demonstrates proficiency in practice of the discipline or specialty as evidenced by: (*required for primary area of focus)</th>
<th>Demonstrates expertise in practice of the discipline or specialty as evidenced by: (*required for primary area of focus)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Peer-reviewed scholarly publications or presentations related to clinical issues or patient care outcomes</td>
<td>*Peer-reviewed scholarly publications related to healthcare outcomes, practice models or theories</td>
<td>*Serves as principal investigator/program director on grant awards in support of practice-related issues (CDC, HRSA program grant or other)</td>
</tr>
<tr>
<td></td>
<td>*Participation in a professional organization</td>
<td>Dissemination through publication or invited presentations of practice-focused scholarly work products</td>
<td>*Elected Fellowship in a professional organization</td>
</tr>
<tr>
<td></td>
<td>Participates in interdisciplinary clinical, quality improvement, or consultation activities</td>
<td>Evaluates and analyzes patient, health services and/or system outcomes</td>
<td>Creates programs to evaluate patient, health services and/or system outcomes</td>
</tr>
<tr>
<td></td>
<td>Guides and mentors local healthcare providers and faculty in practice; Collaborating with local organizations and/or communities on initiatives to improve health outcomes</td>
<td>Collaborates with regional or state organizations and/or communities on initiatives to improve health outcomes</td>
<td>Guides and mentors national or international healthcare groups and/or faculty</td>
</tr>
<tr>
<td></td>
<td>Evidence as a competent practice specialist through positive performance evaluations and/or local recognition via referrals, work group participation, or awards</td>
<td>Evidence as a practice expert through state or regional recognition via referrals, work group participation or awards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Serves as co-investigator on grant awards in support of practice-related issues (CDC or HRSA program grant)</td>
<td></td>
</tr>
</tbody>
</table>
14. PROMOTION AND TENURE: RANKED FACULTY, TENURED AND TENURE-TRACK

14.1. 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 3-5.

- 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

Assistant professors should demonstrate 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 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 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 level 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.

14.2. 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.

Candidates are eligible to apply for tenure no later than the beginning of their seventh year of service. If tenure is not granted by the end of the seventh year, a faculty member will be given one-year notice that further employment will not be offered. 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, following USF Tenure and Promotion Guidelines

14.3. Annual Review

The committee is provided a list each year of all faculty eligible for tenure. Tenure reviews are normally conducted in the fourth 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.

14.4. Mid-Tenure Review

The APT Committee conducts mid-tenure reviews for tenure-earning faculty in the fourth year of employment. A tenure-track faculty member must serve a probationary period of no more than 8 years prior to being considered for tenure. The mid-point review is intended to be informative and encouraging to faculty who are making solid progress toward tenure. It also serves as instructional to faculty who may need to improve in selected areas of performance; or, where progress is significantly lacking and apparently unlikely, bluntly cautionary about the potential for dismissal. Two tenured faculty are appointed as primary reviewers for each candidate.

The goal of the review is to assist faculty in developing a plan to fulfill all dimensions of the requirements 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.

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 report and the faculty response, and a copy of the plan will be forwarded to the faculty member’s supervisor and/or Vice 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 Vice Dean.

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

14.5. **Tenure and Promotion Tables**

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates beginning competence in teaching</td>
<td>Demonstrates growth of competence in teaching</td>
<td>Demonstrates excellence in teaching</td>
</tr>
<tr>
<td>Receives positive peer and student evaluations of classroom and clinical teaching</td>
<td>Receives excellent ratings by peers on classroom and clinical teaching</td>
<td>Receives outstanding peer evaluations of effective instructional strategies</td>
</tr>
<tr>
<td>Reflects self-evaluation of teaching, identifying areas of strengths and weaknesses, with a plan for success in meeting teaching goals</td>
<td>Reflective self-evaluation of teaching, identifying areas of strength and weaknesses, with a plan for continued growth in the teaching role</td>
<td>Provides expert teaching services beyond the school such as visiting professor or invited clinician/scholar</td>
</tr>
<tr>
<td>Serves as a guest lecturer in addition to assignment</td>
<td>Provides exemplars in a teaching dossier of the use of innovation and evidence-based teaching methods that achieve demonstrable student learning outcomes</td>
<td>Uses teaching expertise to disseminate knowledge of mentoring strategies for clinicians across disciplines and at multiple levels of expertise</td>
</tr>
<tr>
<td>Provides teaching services to members of the public</td>
<td>Documents growth in skill of teaching through awards and recognition for teaching</td>
<td>Provides exemplars in a teaching dossier of leadership in promoting innovation and best evidence into teaching methods that achieve demonstrable student learning outcomes</td>
</tr>
<tr>
<td>Introduces evidence into teaching</td>
<td>Demonstrates skill in the use of innovation and evidence-based teaching methods that achieve student learning outcomes</td>
<td>Demonstrates evidence of leadership in promoting innovation and best evidence into teaching methods that achieve student learning outcomes.</td>
</tr>
<tr>
<td>Participates in ATLE workshops, INFORM, or other teaching developmental programs</td>
<td></td>
<td>Documents strong evidence of awards and recognition for teaching</td>
</tr>
<tr>
<td>Develops skills in the ability to mentor others</td>
<td>Demonstrates mentorship</td>
<td>Demonstrates mentorship at the regional or national level</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Develops skills in formal and informal mentoring that facilitates students</td>
<td>Demonstrates successful mentorship of students</td>
<td>Serves as a clinical practice role model and mentor for students’ development in practice</td>
</tr>
<tr>
<td>Serves as a clinical practice role model and mentor of student’s development in practice</td>
<td>Mentors/supervises undergraduate and graduate projects</td>
<td>Contributes to the mentorship of College of Nursing program alumnae</td>
</tr>
<tr>
<td>Uses clinical expertise to mentor novice clinicians in their professional role development</td>
<td>Serves as a clinical practice role model and mentors students across disciplines</td>
<td>Uses clinical expertise to mentor novice clinicians in their professional role development</td>
</tr>
<tr>
<td>Works with students in directed independent study</td>
<td>Attracts students to program related to expertise.</td>
<td>Mentors colleagues in their professional development at the regional or national level.</td>
</tr>
<tr>
<td>Assists students in achieving competencies in clinical and didactic courses</td>
<td>Demonstrates effective mentoring of colleagues in professional development problem solving</td>
<td>Serves as faculty sponsor and mentor for visiting clinicians or practice scholars</td>
</tr>
<tr>
<td>Serves as a doctoral dissertation committee member</td>
<td>Assists colleagues to become more effective teachers and serves as a role model of teaching effectiveness</td>
<td>Chairs multiple dissertations</td>
</tr>
<tr>
<td>Serves on DNP project committees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops skills in the mentoring of colleagues professional development, problem solving, and effective use of University and community resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates commitment to the educational mission of the College</td>
<td>Demonstrates leadership in the educational mission of the College</td>
<td>Demonstrates leadership in the university or beyond</td>
</tr>
<tr>
<td>Participates in college curriculum committees and task forces</td>
<td>Participating in activities to promote interprofessional education</td>
<td>Demonstrates evidence of leadership in promoting innovation and best evidence into teaching methods that achieve student learning outcomes.</td>
</tr>
<tr>
<td>Participates in the development of effective and innovative teaching strategies such as audiovisual media and online technologies</td>
<td>Chairs college curriculum committees and task forces</td>
<td>Participates in university and curriculum committees and task forces</td>
</tr>
<tr>
<td>Uses research findings in teaching</td>
<td>Participates actively and consistently in curriculum revision, development and evaluation</td>
<td>Invited to guest lecture in courses across the university</td>
</tr>
<tr>
<td>Participates in development of new courses, major revisions of existing courses, and programmatic curriculum design</td>
<td>Submits extramural training program grants</td>
<td>Serves as a leader in interprofessional education across the university</td>
</tr>
<tr>
<td></td>
<td>Coordinates course offerings and concentrations</td>
<td></td>
</tr>
</tbody>
</table>
Assumes leadership in educational activities related to the university or the profession

Develops innovative teaching, media, or testing materials that are approaches used within and beyond the school

Provides leadership in development and evaluation of innovative teaching strategies and/or technologies

Disseminates knowledge in the area of teaching/instructional competencies through publication in peer-reviewed journals or books

Initiates and leads the development of new courses, major revisions of existing courses, and programmatic curriculum design

Serves as Chair/Lead committees and work groups related to interdisciplinary teaching teams.

<table>
<thead>
<tr>
<th>Demonstrates advanced expert knowledge and competence in a specialty area</th>
<th>Advances scholarly thinking with students and colleagues</th>
<th>Is recognized nationally for knowledge in area of expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieves certification in content/specialty area</td>
<td>Encourages and supports students and colleagues in successful peer reviewed professional publications and invited presentations</td>
<td>Achieves national recognition such as elected academy fellowship.</td>
</tr>
<tr>
<td>Demonstrates practice experience in content/specialty area</td>
<td>Supports integration of best evidence into courses and classes in the content area</td>
<td>Invited to present nationally and internationally</td>
</tr>
<tr>
<td>Contributes to the development of training grants or other funding mechanisms which advance the teaching mission</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tenured and Tenure Track**

<p>| Table 4: Research and Scholarship |
|---|---|---|
| <strong>Assistant Professor</strong> | <strong>Associate Professor</strong> | <strong>Professor</strong> |
| 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. |
| Initiates an independent, focused program of original research | Serves as a principal investigator (PI) on at least one extramural grant | Demonstrates a record of national / international excellence in research |
| Demonstrates evidence of | | |</p>
<table>
<thead>
<tr>
<th>Substantive Contributions to Research Grants, Both Internal and External</th>
<th>Serves (or has served) as Principal Investigator on Extramurally Funded Research Project(s) (such as NSA, ONS, AHA, etc.)</th>
<th>Achieves at Least 2 Extramural National Grants as a PI.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serves (or has served) as Coinvestigator or Postdoctoral Fellow on at Least One Funded Research Project</td>
<td>Achieves External Peer Recognition, as Demonstrated by the Impact of Applied Work (e.g., Through Inventions, Development and Potential Commercialization of Intellectual Property, Technology Transfer), Research Awards, Induction Into National Academy of Nursing or Fellow of a Professional Organization, etc.</td>
<td>Achieves Recognition of a Program of Original Research/Scholarship Through Funding, Invited Presentations at National and International Conferences</td>
</tr>
<tr>
<td>Presents and Publishes Scholarly Work</td>
<td>Establishes a Record of Scholarly Presentations and Publications in Well Regarded Scientific Journals</td>
<td>Has a Record of Substantive Presentations and Publications in Well Regarded Scientific Journals</td>
</tr>
<tr>
<td>Presents at Least Two Research/Scholarly Work Presentations at Peer-Reviewed Local and Regional Conferences</td>
<td>Publishes 15-25 or More Publications Since Appointment to Assistant Professor</td>
<td>Publishes 15-20 Peer-Reviewed Publications Since Appointment to Associate Professor of Such Quality to Achieve a National Reputation as an Investigator</td>
</tr>
<tr>
<td>Publishes Dissertation</td>
<td>Reports 7-10 Publications as First or Senior Author</td>
<td>Reports 4-7 Publications as First or Senior Author Since Appointment or Promotion to Associate Professor</td>
</tr>
<tr>
<td>Preferred: Publishes Three or More Scholarly Papers (Reviews and Data-Based Papers); Or Has Papers in Press, in Peer Reviewed Journal/S</td>
<td>Presents at Least an Average of 1 Annual Research/Scholarly Podium Presentations at Peer-Reviewed National and International Conferences</td>
<td>Serves as Editor, Guest-Editor or Editorial Board for High Impact Factor Journals in Related Field</td>
</tr>
<tr>
<td></td>
<td>Earns Regional Awards (e.g., SNRS)</td>
<td>Reports Serving as Invited or Keynote Speaker at National and International Conferences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Receives National Recognition Through Awards for Contributions to Research</td>
</tr>
<tr>
<td>Capable of contributing to the research mission of the College</td>
<td>Mentors junior faculty and students in research</td>
<td>Demonstrates a record of research mentorship</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Co-authors papers with students and junior faculty</td>
<td>Co-authors papers with students and junior faculty</td>
<td>Achieves a sustained record of advising doctoral students, and participating on and chairing dissertation committees</td>
</tr>
<tr>
<td>Co-presents with students and junior faculty</td>
<td>Serves as a doctoral committee member or chair of at least two students</td>
<td>Achieves a sustained record of involving students in research</td>
</tr>
<tr>
<td>Reviews abstracts for national and international conferences</td>
<td>Reviews abstracts for local and regional conferences</td>
<td>Provides funding and awards to mentees</td>
</tr>
</tbody>
</table>

### Table 5: Service

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates service contributions to the University, profession and/or public.</td>
<td>Demonstrates leadership in service to the University, profession and/or public.</td>
<td>Demonstrates national / international recognition for service to the University, profession and/or public.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College and University Service</th>
<th>College and University Service</th>
<th>College and University Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serves on at least one (1) college of nursing committee</td>
<td>Chairs or co-chairs college committee(s) and/or representing the college on at least one university or USF Health committee</td>
<td>Chairs or co-chairs university or USF Health committee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Service</th>
<th>Professional Service</th>
<th>Professional Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serves as a member in a local, regional or state professional organization</td>
<td>Serves as a leader in a local, regional or state professional organization</td>
<td>Serves as a leader in a national or international professional organization</td>
</tr>
<tr>
<td>Serves as a reviewer for professional journal(s)</td>
<td>Serves in an editorial role for professional journals</td>
<td>Serves as the editor/editor-in-chief role for professional journals</td>
</tr>
<tr>
<td>Engages in clinical practice/scholarship in area of expertise</td>
<td>Contributes to evidence-based practice reviews and educational/practice guideline development</td>
<td>Leads the development of new clinical practice/educational standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Service</th>
<th>Community Service</th>
<th>Community Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in community service initiatives aligned with research and/or educational mission of the college</td>
<td>Leads community service initiatives aligned with research and/or educational mission of the college</td>
<td>Provides consultation to health care organizations in the area of expertise</td>
</tr>
<tr>
<td>Participates in interdisciplinary service projects</td>
<td>Leads interdisciplinary service projects</td>
<td>Develops new interdisciplinary service projects</td>
</tr>
</tbody>
</table>