

Approved by Faculty Excellence March 1, 2016  
Effective 2017-18 Promotion Cycle

**I. Purpose/Philosophy**

A candidate for promotion in the clinical track (non-tenure) is expected to meet the teaching, scholarship/practice, and service requirements. The candidate must have achieved distinction in relation to his/her present rank, and must demonstrate through self-evaluation, evidence and peer review, the ability to meet criteria of the rank to which he or she aspires.

**II. Faculty Ranks for Clinical Track in the College**

- A. The CON uses the following clinical ranks:
1. Clinical Assistant Professor
  2. Clinical Associate Professor
  3. Clinical Professor

**III. General Guidelines:**

- A. The process and timeline for promotion in the clinical track is similar to the process and timeline for tenure-track faculty.
1. Clinical track faculty representatives will be included in departmental and college reviews of the candidate per University guidelines.
  2. Clinical-track faculty should seek promotion when they believe they possess the qualifications required for the rank of Associate Clinical Professor or Clinical Professor rank.
  3. Each faculty member being considered for promotion will engage in the outside review process using guidelines provided for tenured faculty.
- B. The faculty member's assigned areas of responsibility shall be considered in all annual and formal reviews. However, promotion decisions are not merely a totaling of one's annual performance evaluations. Rather, the University, through its faculty and administrators, assesses the employee's potential for growth and future scholarly contribution as well as past meritorious performance through annual evaluations.
- C. The minimum criteria for appointment to the rank of Clinical Assistant Professor or higher a terminal degree within the discipline or related discipline.
- D. Clinical track faculty will be expected to perform with distinction in the areas of teaching, service and clinical scholarship.
- E. The candidate is responsible for collecting and submitting data for the dossier (as outlined in the "Application Dossier Contents" in the UCF Promotion and Tenure Guidelines).
- F. Each performance area in which there has been any assigned workload should receive comment by the reviewers and the Department Chair.

#### **IV. Promotion to Associate Clinical Professor**

##### **A. Teaching**

###### **1. Criteria Statement**

- a. Demonstrates leadership in teaching, planning, revising, and/or evaluating existing or new courses.
- b. Demonstrates teaching effectiveness in all areas of assignment.
- c. Assists in developing, implementing and/or evaluating curricula or courses.
- d. Facilitates student problem solving through effective use of university and community resources, including practice settings, to promote student learning opportunities.

###### **2. Examples of Evidence:** May include, but are not limited to:

- a. Consistent pattern of above average student evaluations (Student Perception of Instruction (SPI) in the majority of courses taught. Evaluative data should be provided for each course every time it is taught.
- b. Reflective self-evaluation of teaching, identifying areas of strength and weakness, and a plan for success.
- c. Peer evaluation of classroom, online, or clinical teaching that demonstrates teaching effectiveness.
- d. Description of activities developed to facilitate student learning.
- e. Self-evaluation of student advising.
- f. Awards or honors for teaching and/or advising.
- g. Participation in Faculty Center for Teaching and Learning (FCTL) activities.
- h. Funding for academic program development and/or evaluation.

##### **B. Clinical Scholarship**

###### **1. Criteria Statement**

- a. Demonstrates excellence in scholarship related to clinical practice.
- b. Recognized as a role model of excellence within the clinical practice setting.
- c. Facilitates and participates in nursing and/or interdisciplinary research/clinical projects, or other scholarly or creative activities related to clinical practice.
- d. Consistent and continuing record of publication-with an average of at least two peer-refereed or other influential publication every two (2) years. Faculty member should be first or second author on the majority of publications. Manuscripts accepted for publication, but not yet in print or online, may be included as evidence.
- e. Integrates research findings into practice and/or teaching.
- f. Consistent and continuing record of presentations with an average of at least two peer-refereed or other influential venues every three (3) years. Faculty member should be first or second author on the majority of presentations.

2. **Examples of Evidence:** May include, but are not limited to:
  - a. Publications in journals that focus on clinical practice.
  - b. Acquisition of intramural and/or extramural funding to support clinical practice projects or clinical program development.
  - c. Acquisition and maintenance of national certification in area of clinical practice within two (2) years of appointment.
  - d. Data indicating participation in research, such as identification of clinical problems, data collection, and/or collaboration on research project as a clinical content expert.
  - e. Data indicating participation in resolution of clinical practice problems and/or development of research-based clinical interventions, and/or innovative practice sites or models. Evidence of such participation may include reports, proposals, letters of support from collaborators, meeting minutes, etc.
  - f. Presentation of scholarly work at peer-refereed state, regional, and/or national conferences.

### C. Service

1. **Criteria Statement**
  - a. Participates actively in department, and/or college and/or university committees.
  - b. Participates actively in local, state, regional, or national professional or community service organizations.
2. **Examples of Evidence:** May include, but are not limited to:
  - a. Consistent record of participation and emerging leadership in department, college and/or university committees.
  - b. Consistent record of participation and emerging leadership in professional and/or community organizations.
  - c. Peer review activities (e.g., grant proposal, journal articles, conferences, etc.).
  - d. Policy or program development or evaluation.
  - e. Examples of projects, reports or coordinated activities beyond the College of Nursing related to the individual's clinical foci.

## V. Promotion to Professor

### A. Teaching

1. **Criteria Statement**
  - a. Provides leadership in developing, implementing and/or evaluating curricula or courses.
  - b. Assumes leadership in developing collaborative external and/or internal relationships to promote student learning opportunities.
  - c. Mentors junior faculty in teaching.
  - d. Facilitates student problem solving through effective use of university and community resources, including practice settings, to promote student learning opportunities.

2. **Examples of Evidence:** May include, but are not limited to:
  - a. Consistent pattern of above average student evaluations (SPI) for the majority of courses taught in preceding years. Evaluative data should be provided for each course, every time it is taught.
  - b. Reflective self-evaluation of teaching, identifying areas of strength and weakness, and plan for success.
  - c. Peer evaluation of classroom, online, or clinical teaching that demonstrates teaching effectiveness.
  - d. Products that have promoted excellence in teaching (e.g., texts, reports, training grants, multimedia, FCTL or other presentations).
  - e. Consultation with external programs in area of expertise.
  - f. Description of activities developed to facilitate student learning.
  - g. Self-evaluation of student advising.
  - h. Awards or honors for teaching and/or advising.
  - i. Facilitates interdisciplinary activities.

## **B. Clinical Scholarship**

### **1. Criteria Statement**

- a. Demonstrates leadership in the advancement of scholarship related to clinical practice.
  - b. Recognized as a role model of excellence within the clinical practice setting.
  - c. Facilitates and participates in nursing and/or interdisciplinary research/clinical projects, or other scholarly or creative activities related to clinical practice.
  - d. Integrates research findings into practice and/or teaching.
  - e. Disseminates findings of clinical scholarship in peer-reviewed journals or other influential publications—with average of at least two (2) peer-refereed or other influential publications every three years. Faculty member should be first or second author on the majority of publications. Manuscripts accepted for publication, but not yet in print or online, may be included as evidence.
  - f. Consistent and continuing record of clinically related scholarly presentations with an average of at least (2) two peer-refereed or other influential venues every three (3) years. Faculty member should be first or second author on the majority of presentations.
  - g. Demonstrates a record of extramural funding for scholarly projects.
2. **Examples of Evidence:** May include, but are not limited to:
    - a. Leadership roles in clinically-related research projects that include staff, students, and colleagues.
    - b. Consultations at national and/or international level as a clinical expert.
    - c. A record of presentation of peer-refereed scholarly work at the national and/or international level.
    - d. Author or coauthor of publications and/or presentations with students, junior colleagues, and/or practice colleagues.
    - e. Evaluation of effectiveness of changes in the clinical practice arena based on quality improvement initiatives.
    - f. Leadership in state, national or international health policy development.

- g. Extensive and continuing record of intramural and extramural funding that includes receipt of substantial extramural funding.

## **C. Service**

### **1. Criteria Statement**

- a. A record of major leadership roles in College and University service.
- b. A national or international reputation for leadership and contributions to the profession and/or to appropriate health care service organizations.

### **2. Example of Evidence:** May include, but are not limited to:

- a. A consistent record of elected or appointed major leadership positions in College and/or University. Leadership contributions should be recognized by a peer review, appropriate awards, etc.
- b. A consistent record of internationally or nationally recognized leadership positions in the profession and/or appropriate health care service organizations. Leadership contribution should be recognized by peer review, appropriate awards, election to major offices, etc.
- c. Significant outcomes or products of leadership areas, e.g., policies, programs, conference proceedings.