

### **I. Purpose/Philosophy**

Traditionally, promotion and tenure processes in academia focus on the ability of faculty to meet the University's goals of teaching, research and service. It is expected that faculty members on a tenure pathway demonstrate intellectual inquiry and conduct scholarly research which generates new knowledge and contributes to the science of nursing. Research should be disseminated as scholarly presentations and in refereed (peer-reviewed) journals or other publications.

A candidate for promotion in the tenure track is expected to meet the teaching, research, 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 and Tenure Consideration in the College**

- A. The CON uses the following academic ranks:
  - 1. Assistant Professor
  - 2. Associate Professor
  - 3. Professor
  
- B. The College faculty (through its departments) will recommend for tenure only those faculty members also eligible for the rank of Associate Professor or above.

### **III. General Guidelines:**

- A. The faculty member's assigned areas of responsibility shall be considered in all annual and formal reviews. However, tenure and/or 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 assessment in Cumulative Progress Evaluations (CPEs) for tenure-earning faculty.
  
- B. If seeking promotion, the candidate should possess the qualifications required of the rank to which he/she is aspiring.
  
- C. Tenured and tenure track faculty in the College of Nursing will be expected to perform with distinction in the areas of teaching and research.
  
- D. The candidate is responsible for collecting and submitting data for the dossier (as outlined in "Application Dossier Contents" in the UCF Promotion and Tenure Guidelines) for use in annual CPE prior to tenure, and for subsequent reviews following tenure and/or promotion.

- E. Each performance area in which there has been any assigned workload should receive comment by the candidate and the Department Chair.
- F. A tenure-earning faculty member appointed to serve in an academic administrative position may be eligible for tenure in the faculty rank based on established criteria, but not in the administrative position of the assignment.

#### **IV. Promotion and/or Tenure – Associate 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.

##### **B. Research**

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

- a. Demonstrates excellence in research/scholarly activities in a focused area that has an impact on nursing practice, healthcare policy, or health of the public.
- b. Consistent and continuing record of publications in focused area of research—with at least an average of one (1) peer-reviewed publication per year, the majority of which are data-based. 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.
- c. Provides leadership in collaborative relationships to promote a scholarly base for nursing practice and patient care.
- d. Secures intramural and/or extramural funding for research.

2. **Examples of Evidence:** May include, but are not limited to:
  - a. Receipt of intramural and/or extramural funding to support research and scholarship in a focused area.
  - b. Presentation of research findings at regional, national, or international conferences —an average of one per year on a unique topic.
  - c. Collaborative research activities that may include co-investigator or consultant role on grants or scholarly projects.
  - d. Examples of leadership in promoting research,
    - i. Co-author of publication with students and/or colleagues.
    - ii. Awards and/or honors for research and scholarly activities.

### C. Service

1. **Criteria Statement**
  - a. Participates actively in college 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 in college and/or university committees.
  - b. Consistent record of participation 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 within the community.

## **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 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.

## **B. Research**

### **1. Criteria Statement**

- a. Demonstrates excellence in research/scholarly activities in a focused area that has an impact on nursing practice, healthcare policy, or health of the public.
- b. Consistent and continuing record of publications in focused area of research—with at least an average of one (1) peer-reviewed publication per year, the majority of which are data-based. 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.
- c. Secures external funding to support scholarship.
- d. Provides leadership in collaborative research.
- e. Provides leadership in a nationally recognized program(s) of research that includes students and junior colleagues.

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

- a. Extensive and continuing record of peer-reviewed dissemination of research activities (e.g., presentations, consultations, etc.)
- b. Extensive and continuing record of intramural and extramural research funding that includes receipt of substantial extramural funding.
- c. Examples of leadership in promoting research
  - i. Co-author of publications with students and or junior colleagues, consultant and/or co-PI on research grants with national/international colleagues.
  - ii. National and/or international awards/honors for research.
  - iii. Invited presentations at national or international conferences.

## **C. Service**

### **1. Criteria Statement**

- a. Provides leadership in college and university service and activities.
- b. Provides leadership in national or international professional organizations or activities.

2. **Examples of Evidence:** May include, but are not limited to:
  - a. Consistent record of elected or appointed leadership positions in college and/or university committees.
  - b. Consistent record of internationally or nationally recognized leadership positions in the profession and/or community/healthcare service organizations.
  - c. Leadership in activities such as journal editor, editorial review board, national/international review panels, study section member.
  - d. Significant outcomes or products of leadership areas, e.g., policies, programs, conference proceedings.