

## **Faculty Appointment and Promotion Guidelines Instructor Track Non-Tenure Earning**

### **Introduction**

Faculty positions in the College of Nursing are designated at the time of posting as either tenure-earning (research-focused) or non-tenure-earning, which includes the Clinical Track and the Instructor Track.

This document establishes the framework for faculty appointments, promotion criteria, and the review process for non-tenure-earning Instructor Track faculty within the College of Nursing. It delineates expectations for performance in teaching and service, provides guidance for rank advancement, and describes the procedural steps for promotion review at the College and University levels.

### **Instructor Faculty Ranks**

Candidates are hired into one of these tracks, depending on their qualifications and the program's needs.

- *Instructor* (entry-level)
- *Senior Instructor* (mid-level)
- *University Instructor* (highest instructor faculty rank)

Faculty on the Instructor Track are eligible for promotion through the ranks of *Instructor*, *Senior Instructor*, and *University Instructor*. The process for promotion shall be applied consistently across all ranks, emphasizing excellence in teaching and service to the College, University, and profession.

### **Description of the Instructor Faculty Track**

Faculty on the Instructor Faculty Track are integral to the academic community and play a vital role in preparing professional nurses who embody both the science and art of nursing. Their work may center on student learning, student success, simulation, skills labs, and clinical partnerships. Promotion is based on teaching excellence and service.

### **Requirements for all Ranks**

**Education Requirement:** Master's Degree in Nursing.

**Licensure:** Current, unencumbered nursing or advanced nursing practice license in the State of Florida required as appropriate to the position.

**Certification Requirement:** Current national certification as appropriate to specialty and teaching assignment.

**Teaching Experience:** Candidates applying for Senior Instructor should possess at least five (5) years of post-graduate teaching experience in nursing, while applicants for University Instructor

are required to have a minimum of ten (10) years of post-graduate teaching experience in nursing. Instructor faculty may be considered for promotion based on demonstrated contributions, accomplishments, and sustained productivity rather than solely on length of time in rank or position.

**Practice Experience:** Minimum of one year (2,000 hours) of nursing practice (bedside, education, or administrative) in the previous five years.

**Reappointment:** Contract renewal is based on contributions in assigned areas, with emphasis on teaching effectiveness and service as indicated in the *Annual Faculty Review* ([link](#)).

### **Promotion Review Process for Clinical Track Faculty:**

Applications for promotion on the Instructor track are reviewed through a subcommittee formed within the College of Nursing Promotion and Tenure (P&T) Committee. The subcommittee must include three faculty members, and at least one Instructor faculty member at or above the rank sought. If the College does not have a faculty member at or above the rank being sought, the committee can be composed of three tenured faculty or Clinical Track Faculty members at or above the equivalent rank sought (e.g.: if the applicant is seeking promotion to Senior Instructor, the committee may consist of Associate Professors, Professors, Clinical Associate Professors, and/or Clinical Professors).

The process starts in the Spring of the year prior to the application due date when the Dean is informed of the applicant's intention to apply for promotion. The Dean or Designee will open the case in Interfolio. The due date for the complete portfolio to be submitted in Interfolio by September 15. The subcommittee reviews the promotion portfolio and submits a written recommendation to the Dean by October 31. The Dean provides an independent evaluation, and the full promotion portfolio is then forwarded for final determination by the Provost.

### **Promotion ePortfolio**

ePortfolios for non-tenure-track (ntt) promotions need to be submitted to the Office of the Provost by January of each year.

This is the link to the most recent memo from the Provost that provides detailed information on the ePortfolio submission for the non-tenure earning track, along with an information PowerPoint Presentation:

<https://www.fau.edu/provost/documents/ntt-guidelines-memo-2026-2027.pdf>

<https://www.fau.edu/provost/documents/final-2025-university-ntt-forum.pdf>

## **Instructor**

**Role Description:** Faculty appointed at the rank of Instructor in the College of Nursing are expected to support the College's mission through excellence in nursing practice, teaching, and service, all grounded in a philosophy of Caring. These roles reflect the College's commitment to advancing nursing as both a scholarly and humanistic discipline. Instructors play a vital role in preparing professional nurses who integrate scientific competence with the art of nursing. Appointments are typically for one to three years, and renewal is based on contributions in assigned areas, with emphasis on teaching effectiveness and service as indicated in the *Annual Faculty Review*.

### **Instructor Expectations**

#### Teaching

Instructors consistently demonstrate effective teaching across various settings, including the classroom, laboratory, simulation, and clinical environments. Teaching practices are grounded in evidence-based methods that promote critical thinking, ethical reasoning, and reflective practice. The faculty member meets or exceeds expectations in student and peer evaluations, reflecting a consistent commitment to teaching excellence and learner engagement.

#### Service

At the Instructor level, faculty demonstrate engagement in service through participation in program, college, or departmental committees, and accreditation or curriculum activities as assigned. Service at this level emphasizes reliability, collaboration, and contribution to shared goals within the academic unit or community.

### **Promotion to Senior Instructor**

After five years at the rank of Instructor, the faculty member may apply for advancement in rank, which will consider the faculty member's sustained contributions across all areas of assigned responsibility. Instructor faculty may be considered for promotion based on demonstrated contributions, accomplishments, and sustained productivity rather than solely on length of time in rank or position. Annual evaluations shall be considered in determining differential workload weighting, ensuring that faculty are evaluated equitably in relation to their assigned teaching and service responsibilities. The promotion process is the same regardless of rank.

## **Senior Instructor**

**Role Description:** Faculty appointed at the rank of Senior Instructor at the College of Nursing are recognized for their sustained contributions through teaching and service grounded in the College's philosophy of Caring. This rank signifies an advanced level of academic and professional achievement, leadership, and impact. Evaluation for continued appointment

considers the depth and impact of contributions across all assigned areas, emphasizing the alignment with the College's core values and the advancement of its strategic goals.

Senior Instructors on the non-tenure track include all Instructor rank expectations with the addition of these higher-level contributions:

### **Senior Instructor Expectations:**

#### Teaching

Senior Instructors demonstrate sustained excellence and leadership in teaching across all settings through evidence-based methods that foster critical thinking, ethical reasoning, and reflective practice. They are recognized for strong evaluations, mentorship, curriculum innovation, and engagement in the scholarship of teaching and learning by studying, implementing, and sharing effective pedagogical approaches that advance nursing education and learner outcomes.

#### **Criteria with Indicators of Achievement in Teaching at the Senior Instructor Rank**

1. Providing high-quality instruction by integrating multiple ways of knowing in the study of nursing situations.
  - Designs learning experiences using aesthetic, ethical, empirical, personal, and emancipatory ways of knowing.
  - Uses case-based, simulation-based, or narrative pedagogies that reflect holistic nursing practice.
  - Demonstrates consistently strong student evaluations highlighting clarity, rigor, and relevance.
  
2. Showcasing expertise in the subject area and possessing a thorough understanding of the discipline.
  - Serves as a content expert for courses, simulations, or curriculum areas.
  - Delivers invited lectures or guest presentations based on disciplinary expertise.
  - Maintains advanced certifications or specialty credentials relevant to assigned teaching.
  
3. Contributing to curriculum development.
  - Leads or participates in course redesign or development of new modules, assessments, or clinical evaluation tools.
  - Aligns course outcomes with national standards (e.g., AACN Essentials, NONPF Competencies).
  - Participates in curriculum committees or task forces with documented contributions to program improvement.

4. Developing and enhancing teaching skills; participating in activities designed to improve teaching effectiveness.
  - Completes faculty development workshops, certification programs, or teaching academies.
  - Implements evidence-based instructional strategies and evaluates their impact.
  - Engages in peer observation cycles or reflective teaching portfolios documenting improvement.
  
5. Modeling professionalism and core nursing values.
  - Demonstrates ethical conduct, accountability, collaboration, and respect in all instructional settings.
  - Integrates caring science, DEI principles, and person-centered care into teaching.
  - Receives recognition for professionalism, service, or role-modeling from students or colleagues.
  
6. Providing responsive and effective mentorship to students and colleagues.
  - Mentors graduate students in scholarly projects, practicum work, research, or professional development.
  - Provides structured guidance that leads to timely completion of student milestones (e.g., DNP projects, presentations).
  - Supports junior faculty, clinical preceptors, or adjuncts in teaching, evaluation, or curriculum navigation.

### Service

At the Senior Instructor rank, faculty show a sustained record of service with evidence of leadership or initiative in selected areas. This may include chairing committees, coordinating accreditation activities, mentoring peers or students, and contributing to professional or community organizations that advance nursing education and practice.

### **Criteria and Indicators of Achievement in Service at the Senior Instructor Rank**

1. Evidence of academic service to advance the mission of Florida Atlantic University and the College of Nursing.
  - Consistent, active membership on College of Nursing committees, task forces, or initiatives (e.g., curriculum committee, admissions, accreditation workgroups).
  - Leadership or substantive contributions to program evaluation, accreditation activities, or strategic planning.
  - Participation in the development or revision of College or University policies and procedures.
  - Mentorship of faculty, support of faculty development activities, or contributions to initiatives that strengthen the academic environment.

2. Evidence of professional service which advances the nursing profession.
  - Representation of the College of Nursing on external boards, planning committees, or professional organizations.
  - Serving in leadership, advisory, or liaison roles within regional, national, or specialty nursing organizations.
  - Providing professional consultation to healthcare systems, community agencies, or practice partners.
  - Active participation in community health initiatives, interprofessional collaborations, or outreach efforts that promote nursing's impact on population health.

### **Promotion to University Instructor**

After five years at rank of Senior Instructor, the faculty may apply for advancement in rank which will consider the faculty member's sustained contributions with consideration of the depth and impact of contributions across all assigned areas, emphasizing the alignment with the College's core values and the advancement of its strategic goals. Senior instructor faculty may be considered for promotion based on demonstrated contributions, accomplishments, and sustained productivity rather than solely on length of time in rank or position. Renewal is based on contributions in assigned areas, with emphasis on teaching effectiveness and service as indicated in the *Annual Faculty Review (link)*. The promotion process is the same regardless of rank.

### **University Instructor**

**Role Description:** Faculty appointed at the rank of University Instructor at the College of Nursing are recognized at the highest level of distinction and accomplishment with a sustained record of excellence, leadership, and impact in the areas of teaching and service to the College, the University, the nursing profession, and the broader community. This rank signifies an expert level of academic and professional achievement, leadership, mentorship, and impact.

Faculty at the rank of University Instructor exemplify the College's enduring commitment to Caring, which serves as both a philosophical foundation and a way of being in the world. As a University Instructor, faculty members are expected to model ethical, reflective, and socially responsible leadership; to foster environments of inquiry; and to support the development of colleagues and students alike. Evaluation for continued appointment considers the depth and impact of contributions across all assigned areas, emphasizing the alignment with the College's core values and the advancement of its strategic goals.

University Instructors on the non-tenure track include all Instructor and Senior Instructor expectations with the addition of these higher-level contributions:

### **University Instructor Expectations**

#### Teaching

University Instructors demonstrate exemplary and sustained leadership in teaching and learning across all educational settings. They serve as innovators and mentors who model evidence-based pedagogy that advances critical thinking, ethical reasoning, and reflective practice. Their national or regional recognition for excellence in teaching, curriculum development, and educational scholarship reflects a significant impact on nursing education. Through mentorship, dissemination of best practices, and scholarly contributions to the discipline, they elevate program quality and influence the advancement of nursing education and practice.

### **Criteria and Indicators of Achievement in Teaching at the University Instructor Rank**

1. Sustained record of distinction in teaching.
  - Sustained evidence of distinction in teaching reflected in student and peer evaluations and/or public recognition (e.g., consistently exemplary SEI scores; formal peer reviews documenting advanced pedagogical skill; college or university teaching awards).
  - Development and delivery of advanced or complex learning experiences that demonstrate mastery of multiple ways of knowing (e.g., interprofessional simulations, narrative pedagogy, complex case-based instruction).
  - Recognition as a master teacher or subject-matter expert by colleagues, students, professional organizations, or external partners.
3. Sustained leadership in initiatives to advance the College's teaching mission
  - Sustained record of leadership and distinction in any teaching area (e.g., leading teaching academies, best-practice initiatives, DEI-informed pedagogical reforms, or instructional technology integration).
4. Assumes leadership in curriculum innovation, program development, or program evaluation (e.g., chairing curriculum committees; leading program redesign to align with AACN Essentials; developing new academic programs, tracks, or certificates; leading accreditation-related teaching improvements).
  - Dissemination of teaching innovations through peer-reviewed publications, presentations, workshops, or invited talks, demonstrating impact beyond the College.
  - Leadership in faculty development regarding teaching excellence (e.g., designing workshops, coaching peers, guiding assessment or simulation initiatives).
5. Sustained commitment to teaching through a caring science framework
  - Systematically incorporates caring science, person-centered frameworks, or emancipatory pedagogies throughout courses, clinical experiences, and program-level initiatives.
  - Develops or leads initiatives that foster caring-based learning environments (e.g., reflective practice groups, caring rounds, narrative inquiry sessions, culturally responsive teaching modules).
6. Sustained evidence of active mentorship of faculty in teaching (e.g., mentoring junior or adjunct faculty in caring-based pedagogies; guiding faculty in integrating caring values into curricula or clinical instruction).

- Demonstrates leadership in shaping a culture of caring within the College through policy development, faculty workshops, or program-wide integration of caring science principles.

## **Service**

At the University Instructor level, faculty demonstrate sustained leadership and broad impact through service at the college, university, professional, and community levels. They serve in key leadership roles, represent the institution in regional, national, or international forums, and contribute to shaping policy, standards, or initiatives that advance nursing and community health. Their service reflects caring values, consistent commitment, and alignment with the mission of the university and the College of Nursing.

### **Criteria and Indicators of Achievement in Service at the University Instructor Rank**

1. Evidence of leadership in academic service to advance the mission of Florida Atlantic University and the College of Nursing.
  - Chairing College or University committees, task forces, or accreditation workgroups with documented outcomes.
  - Leading major initiatives such as curriculum redesign, program evaluation, or strategic planning.
  - Representing the College in University governance roles (e.g., Faculty Senate leadership, institutional task force chair).
  - Developing policies, frameworks, or processes that strengthen academic programs or operations.
  - Leading interprofessional or cross-campus collaborations that advance educational or clinical missions.
2. Mentorship of faculty in the service domain of the academic role.
  - Guiding junior or mid-career faculty in committee work, governance participation, or accreditation responsibilities.
  - Coaching faculty on effective service contributions, leadership development, and role expectations.
  - Supporting faculty involvement in community partnerships, advisory boards, or professional service roles.
  - Facilitating faculty growth in leadership pathways through structured mentorship, shadowing, or sponsored opportunities.
  - Demonstrating a pattern of mentees who achieve increased service responsibilities, leadership roles, or recognitions.
3. Evidence of leadership in professional service which advances nursing science in national or international communities, groups, or organizations.
  - Holding leadership roles in national or international professional organizations, boards, or committees.

- Leading development of national guidelines, position statements, educational standards, or practice frameworks.
- Serving as an invited consultant, reviewer, or advisor for national or international organizations.
- Coordinating national initiatives, workgroups, or collaborative networks that advance nursing science or education.
- Receiving recognition, appointments, or awards reflecting national or international impact in professional service.