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**School of Nursing**

**Non-Tenure Track Promotion Guidelines**

**School of Nursing**  
**The University of Texas at Tyler**  
**Non-Tenure Track Promotion Policy and Procedures.**

## 1. PURPOSE

The excellence and reputation of the School of Nursing (SON) is determined by the achievements of its faculty, students, and alumni. Recognition of faculty strengths is a core value within the SON and empowers individuals to do what they do best every day. Strengths are inherent to each individual and must be engaged to build a stellar faculty. This focus on strengths increases morale and effectiveness as a faculty, resulting in greater work satisfaction and outcomes (*Rath, T. (2007) Strengths finder 2.0 New York, New York; Gallup Press*).

Promotion of a faculty member is indicative of their contributions to the profession and to the University. Accordingly, promotion of faculty members is based primarily on demonstrated performance in the following areas: (a) teaching, (b) practice, (c) research/scholarship, (d) service to the institution, the wider community, and to the profession, and (e) collegiality. It is the expectation that the faculty member is consistently meeting all the criteria of the rank to which he/she aspires.

The policy and procedures described in this document shall apply to all SON non-tenure track (NTT) faculty meeting the criteria established in The University of Texas at Tyler *Handbook of Operating Procedures*. The purpose of this document is to provide clear guidelines and consistent evaluation procedures for non-tenure track faculty seeking promotion within the SON and is also intended to serve as a constructive guide to assist faculty in meeting expectations for productivity and growth. These guidelines serve to define and differentiate non-tenure track faculty appointments from the traditional academic (tenure) track. The policy and procedures are intended to support the goals of the College and University as well as provide direction for individual faculty members. In all cases, these policies and procedures shall conform to and be consistent with The University of Texas at Tyler *Handbook of Operating Procedures*.

## 2. DEFINITIONS

**Scholarship** refers to creative work, communication, and dissemination of that work, and a capacity to learn, grow and change in teaching, practice, research, and service. The following categories and definitions are adapted from Boyer, E.L. (1990) *Scholarship Reconsidered: Priorities of the Professoriate, a special report of The Carnegie Foundation for the Advancement of Teaching* and from The University of Texas at Tyler *Handbook of Operating Procedures* and the American Association of University Professors (AAUP).

## **2.1 Teaching**

Teaching refers to the education of future scholars and captures the interplay between knowledge of teaching and learning and educational practice. The scholarly teacher is engaged and immersed in the current knowledge of one's field and demonstrates the ability to build bridges between one's own understanding and the student's learning. This is achieved through skilled, sound pedagogical methods.

## **2.2 Scholarship of Practice and Research**

Scholarship must include excellence in an area as evidenced by specialization in a field of knowledge specific to one's profession. This excellence may be reflected by certification as a specialist in a practice-based or other field of expertise. Scholarship may include but is not limited to publication of peer reviewed articles, case studies, peer reviewed books or book chapters, and collaboration in clinical research, quality improvement or implementation of evidence (best practice).

Research refers to the discovery and advancement of new knowledge. It is demonstrated through a record of distinctive and progressive research expertise, leadership in the advancement of knowledge, and engagement in collaborative research, translational science, quality improvement, and scholarly practice activities. Research includes the dissemination of knowledge to colleagues, students, and others.

## **2.3 Service**

Faculty members provide service and leadership to the University, department, the profession, and the community through their professional expertise. Service includes that which is internal and external to the University and can take multiple forms, such as active committee membership, community board service, professional organization membership and/or leadership, and collaboration with community partners.

## **2.4 Collegiality**

Collegiality is a professional, not personal, criterion relating to the performance of duties. Collegiality encompasses issues such as the candidate's genuine compatibility with and support for the University's and the School's missions and goals; ability and willingness to work cooperatively, respectfully, and constructively within the department and university; a willingness to engage in shared governance; and maintenance of high standards of professional integrity in dealing with colleagues and students.

## **2.5 Non-Tenure Track Faculty Appointments and Titles**

### **2.5.1 Clinical Instructor Designations**

Promotion through the ranks of Clinical Instructor is not assumed. The individual must pursue and demonstrate achievement of the specific requirements for this advancement. Promotion is earned and the individual is responsible for demonstrating achievement of the specific requirements for advancement.

*2.5.1.1 Clinical Instructor:* The title of Clinical Instructor is used for individuals whose primary responsibility is teaching and whose education and experience qualify them for teaching at the university level. These persons are employed full-time and do not have a terminal degree in the specialty area. Clinical Instructors have primary responsibilities for teaching in the classroom, laboratory, and/or clinical setting and participate in aspects of the academy through contributions in teaching, research/scholarship, and service.

*2.5.1.2 Clinical Senior Instructor:* Following five years as full-time faculty, the Clinical Instructor can apply for appointment as a Clinical Senior Instructor; early promotion may be considered under special circumstances. These persons are employed full-time do not have a terminal degree in the specialty area. However, the Clinical Senior Instructor has extensive teaching experiences and expertise and assumes significant responsibilities in advancing the mission of the School and University. The Clinical Senior Instructor excels in teaching and at least one of two aspects recognized as essential to the SON: research/scholarship and service.

*2.5.1.3 Clinical Distinguished Instructor:* Following five years as a Clinical Senior Instructor, the faculty member can apply for appointment as a Clinical Distinguished Instructor; early promotion may be considered under special circumstances. The Clinical Distinguished Instructor is reserved for faculty members who are stellar teachers and academic leaders; early promotion may be considered under special circumstances. These persons are employed full-time do not have a terminal degree in the specialty area. In addition to the criteria associated with the Clinical Senior Instructor, the Clinical Distinguished Instructor excels in all aspects recognized as essential to the SON: teaching, research/scholarship, and service.

## 2.5.2 Clinical Professor Designations

Promotion through the ranks of Clinical Professorship is not assumed. The individual must pursue and demonstrate achievement of the specific requirements for this advancement. Promotion is earned, and the individual is responsible for demonstrating achievement of the specific requirements for advancement.

An individual who meets the criteria for a different track (e.g., tenure), may apply and interview on a competitive basis for an open/posted position in that track. An individual may change tracks only once during employment (e.g., non-tenure clinical track to tenure track, or vice versa).

*2.5.2.1 Clinical Assistant Professor:* The Clinical Assistant Professor is terminally degreed in the specialty area and teaching is focused on clinical practice. The Clinical Assistant Professor has classroom, clinical, and/or laboratory expertise and may teach in any or all those settings. This individual may enter teaching at this level or may have prior university experience in a different capacity. The Clinical Assistant Professor contributes to the SON through teaching, research/scholarship, and service. It is expected that the Clinical Assistant

Professor will contribute to the profession and the academy in such a way as to advance incrementally in rank.

**2.5.2.2 Clinical Associate Professor:** Following five years as a full-time faculty, the Clinical Assistant Professor can apply for appointment as a Clinical Associate Professor; early promotion may be considered under special circumstances. The Clinical Associate Professor is terminally degreed in the specialty area and teaching is focused on clinical practice and meets all the criteria associated with the Clinical Assistant Professor. However, the Clinical Associate Professor has extensive teaching experiences and assumes a significant leadership role in the specialty area or department. The Clinical Associate Professor is expected to participate in all aspects recognized as essential to the SON: teaching, research/scholarship, and service and to excel in at least two of those areas. These individuals must seek and demonstrate merit for advancement to this rank.

**2.5.2.3 Clinical Professor:** Following five years as a Clinical Associate Professor, the faculty member can apply for appointment as a Clinical Professor; early promotion may be considered under special circumstances. The Clinical Professor is terminally degreed in the specialty area and teaching is focused on clinical practice and is reserved for those who excel in all of the criteria associated with the Clinical Associate Professor, including persistent excellence in teaching, research/scholarship, and service. These individuals must seek and demonstrate ongoing merit for advancement to this rank.

### 3. COLLEGE AND DEPARTMENTAL NON-TENURE TRACK PROMOTION COMMITTEES

#### 3.1 Purpose and Scope of the Committee

The purpose of the SON Non-Tenure Track Promotion (NTTP) Committee is to evaluate a candidate's record of accomplishments in relation to the criteria for promotion and to make a recommendation as to whether those criteria have been achieved. Recommendations of the SON NTTP Committee will be submitted to the Associate Dean. The Associate Dean will review and submit recommendations to the Dean. The information considered by the committee is limited to that included in the portfolio prepared by the candidate.

The SON Committee has the responsibility to review this policy annually to ensure that the SON criteria, policies, and procedures are consistent with those in the *University's Handbook of Operating Procedures*.

### 3.2 Committee Membership

The SON NTTP Committee for the promotion of clinicals instructors shall consist of all School of Nursing non-tenured faculty members at the rank of clinical senior instructor or higher. The SON NTTP Committee for the promotion of clinical assistant professor shall consist of all School of Nursing non-tenured faculty members at the rank of clinical associate professor or higher. No individual shall serve on the SON NTTP committee during an academic year in which he or she is under consideration for promotion. Further, a committee member shall not take part in the

evaluation and shall not vote on a promotion consideration to a faculty rank higher than that held by the committee member. For the initial applicants for promotion, the committee may add current tenured/ tenure-track faculty at the rank of Associate Professor or Professor until such time there are at least five non-tenure track faculty at the rank of Clinical Senior Instructor or Clinical Associate Professor.

### 3.3 Committee Policies and Procedures

- The Associate Dean shall activate the SON NTTP Committee at an appropriate time when a faculty member seeks promotion.
- The SON NTTP Committee will elect a chair at its first meeting.
- A quorum is defined as a majority of the Committee members eligible to vote.
- All discussions and deliberations shall be strictly confidential, except for the final report(s) submitted to the Dean. The discussions are expected to be professional and constructive.
- A final vote shall be taken on each application by secret ballot.
- In the case of a split decision, any committee member or group of members may submit a signed minority dissension report to the dean.
- A report of the majority decision and recommendation, including exact tally or tallies of votes will be developed and signed by each committee member.
- The committee shall submit the recommendation to the Associate Dean.

## 4. PROMOTION REVIEW PROCESS

The promotion process begins when a faculty member notifies the Associate Dean and Dean of her/his intent to apply for promotion during the upcoming academic year.

### 4.1 Notification and Schedule

A faculty member who wishes to be considered for promotion must request such consideration by June 1<sup>st</sup> of the year in which he or she wishes to be considered. The request must be in writing to the Associate Dean with a copy to the Dean. Upon receipt of the request, the Associate Dean will notify the individual of the date by which the required documents and

evaluation portfolio must be submitted. The content of the evaluation portfolio is discussed in Section 5 of this policy and is presented in the appendix.

#### 4.2 Notification and Timeline for Promotion Application

Dates	Process	To Do
<b>5 academic years (AY) following date of appointment</b>	NTT track faculty have minimum of 5 academic years [AY] from their date of employment to achieve promotion <i>if they so desire</i> . Early promotion may be considered for exceptional circumstances	<b>Assemble and maintain</b> supporting documentation in evaluation portfolio. <ul style="list-style-type: none"> <li>• <b>Refer</b> to Section 6, Table 6.0 and 6.1 for specific promotion criteria.</li> </ul>
<b>June 1<sup>st</sup> preceding the AY of intent to apply for promotion.</b>	Intent to apply for promotion	<b>Request</b> to Associate Dean with copy to the Dean in writing of intent to apply for promotion.
<b>September 1<sup>st</sup></b>	Portfolio due to SON NTT Promotion Committee	<b>Submit</b> evaluation portfolio
<b>September 30<sup>th</sup></b>	Departmental Recommendations to Associate Dean	Candidate may withdraw application for promotion if circumstances warrant
<b>October 15<sup>th</sup></b>	Associate Dean Recommendations to Dean	
<b>November 1<sup>st</sup></b>	Dean Recommendations to Provost	
<b>December 15<sup>th</sup></b>	Notification of Decision to Applicant	

## 5. EVALUATION PORTFOLIO

The evaluation portfolio is a document prepared by the candidate for promotion within Faculty 180 that presents his or her accomplishments in a clear and succinct manner. The content and organization of the portfolio adopted by the SON and approved by the Dean follows the format required by the Office of Academic Affairs and is included in the Appendix. It is recommended the candidate begin preparing the portfolio at least three months before it is due.

The purpose of the evaluation portfolio is for the candidate to present the basis upon which a successful promotion recommendation can be made. Faculty members are responsible for maintaining, assembling, and presenting documentation in support of their request for promotion. Within the cover letter, the candidate should state why he or she is deserving of promotion. The documentation presented in the rest of the portfolio should support this position. The cover letter should not exceed two pages.

## 6. CRITERIA FOR GRANTING OF PROMOTION

Expectations for promotion for clinical track faculty are closely tied to clinical practice and instruction as it relates to teaching, research/scholarly practice, and service endeavors.

The tables below address the criteria required for promotion. The weight of the decision to grant promotion rests on clear evidence of continued accomplishments and productivity logically inferred from a consistent pattern of past performance of distinction.

Promotion criteria delineate expectations for faculty scholarly productivity and apply to all SON faculty. The criteria were determined with consideration of the goals of The University of Texas at Tyler, the *Carnegie Foundation report on Scholarship Reconsidered*, and criteria for promotion in other Colleges of The University of Texas at Tyler, as well as other aspirational universities.

In congruence with the University's tenure and promotion guidelines as published in the *Handbook of Operating Procedures*, the areas of teaching, scholarly practice/research and service contributions along with consideration of collegiality will be used as criteria for determining a recommendation for non-tenure track promotion.

Presentation of one or more evidence criteria is required for each criterion and is not exclusive. Selected evidence criteria are required and signified by asterisk and bolding. Other applicable evidence may be added to demonstrate proficiency. \*Note: publications shall be in a journal respected in the discipline rather than a predatory journal.

### 6.1 NON-TENURE TRACK PROMOTION CRITERIA (Clinical Senior Instructor, Clinical Distinguished Instructor)

Presentation of two or more evidence criteria is required for each criterion and is not exclusive. Selected evidence criteria are required and signified by \*asterisk. Other applicable evidence may be added to demonstrate proficiency.

TEACHING		
Criterion	Clinical Senior Instructor	Clinical Distinguished Instructor
<b>Criterion 1: Demonstrates teaching effectiveness.</b>	<p><b>*Required:</b> Receives both <i>meets expectations</i> and <i>exceeds expectations</i> or higher on annual evaluations for teaching.</p> <p><b>Plus at least <u>three</u> of the Selected Evidence Criteria:</b></p>	<p><b>*Required:</b> Receives mostly <i>exceeds expectations</i> on annual evaluations for all teaching criteria.</p> <p><b>Plus at least <u>four</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>Syllabi demonstrate excellent planning and evaluation of pedagogical strategies, and</li> </ul>



	<ul style="list-style-type: none"> <li>• Demonstrates consistent and proficient use of innovative and creative teaching strategies.</li> <li>• Examples of student work demonstrate proficiency in facilitating student learning.</li> <li>• Participates in new course development; revises or evaluates existing courses reflecting evidence-based practice.</li> <li>• Implements substantive revision of an existing course.</li> <li>• Active participation in activities and programs designed to improve teaching effectiveness.</li> <li>• Consistently incorporates student feedback to facilitate student development.</li> <li>• Contributes to the development of training grants and funded educational programs.</li> <li>• Nominated for or receives a significant teaching award.</li> </ul>	<p>appropriate revision as needed to ensure effectiveness.</p> <ul style="list-style-type: none"> <li>• Demonstrates consistent expertise in the use of innovative and creative teaching strategies.</li> <li>• Examples of student work demonstrate expertise in facilitating student learning.</li> <li>• Leads in new course development, revisions and/or evaluation of existing courses reflecting evidence-based practice.</li> <li>• Provides leadership in activities and programs designed to improve teaching effectiveness.</li> <li>• Systematically incorporates student feedback for programmatic improvement.</li> <li>• Provides leadership in the development of training grants and funded educational programs.</li> <li>• Nominated for or receives a significant teaching award.</li> </ul>
<b>Criterion 2: Demonstrates competence in area(s) of content expertise.</b>	<p><b>Demonstrates at least <u>three</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Evidence of continuing education in areas of teaching and clinical responsibility.</li> <li>• Maintains one’s own area of content expertise.</li> <li>• Advisor for student independent study or honors program.</li> <li>• Obtains/maintains certification in area of content expertise.</li> </ul>	<p><b>Demonstrates at least <u>four</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Evidence of continuing education in areas of teaching and clinical responsibility.</li> <li>• Demonstrates mastery in one’s own area of content expertise.</li> <li>• Exemplifies mastery in clinical teaching strategies for students, colleagues, and clinical staff.</li> <li>• Advisor for student independent study or honors program.</li> <li>• Obtains/maintains certification in area of content expertise</li> </ul>
<b>RESEARCH AND SCHOLARSHIP</b>		
<b>Criterion</b>	<b>Clinical Senior Instructor</b>	<b>Clinical Distinguished Instructor</b>
<b>Criterion 1: Demonstrates productivity and collaboration in</b>	<b>*Required:</b> Receives both <i>meets expectations</i> and <i>exceeds expectations</i> or higher on annual evaluations for scholarship.	<b>*Required:</b> Receives mostly <i>exceeds expectations</i> on annual evaluations for scholarship.

scholarship in area of expertise.	<p><b>Plus at least <u>two</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates consistent integration of research and/ or evidence-based practice.</li> <li>• Engages in research or scholarly activity.</li> <li>• Evaluates research literature for application in courses or practice.</li> <li>• Contributes to the body of literature through publication of a manuscript or book chapter as author or co-author.</li> <li>• Presents professional oral or poster presentations at local, regional, state, or national meetings.</li> <li>• Assists students with honors projects or similar (e.g., independent studies, etc.)</li> </ul>	<p><b>Plus at least <u>two</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates consistent integration of research and/or evidence-based practice.</li> <li>• Conducts independent research or scholarly activity.</li> <li>• Independently or collaboratively contributes to the body of literature through publication of a manuscript or book chapter.</li> <li>• Presents professional oral or poster presentations at regional, state, or national meetings as lead author.</li> <li>• Consistently evaluates research literature for application in courses or practice.</li> <li>• Serves as co-author with students for reports of honors projects or similar (e.g., independent studies, etc.)</li> <li>• Nominated for or receives a significant practice or research award.</li> </ul>
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**SERVICE**

Criterion	Clinical Senior Instructor	Clinical Distinguished Instructor
<p><b>Criterion 1: Service to Department, College and University</b></p>	<p><b>*Required:</b> Active participation on department, college, and/or university committees.</p> <p><b>Fulfills at least <u>one</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Fulfills administrative appointments and assignments within the department and/or college.</li> <li>• Actively participates in planning and implementation of major college or community events (e.g., Fitness Expo or similar)</li> </ul>	<p><b>*Required:</b> Active participation on department, college, and/or university committees.</p> <p><b>Fulfills at least <u>one</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Provides leadership on department, college, and/or university committees.</li> <li>• Fulfills administrative appointments and assignments within the department, college, and/or university.</li> <li>• Provides leadership in planning and implementation of major college or community events (e.g., Fitness Expo or similar)</li> </ul>

<p><b>Criterion 2: Service to Community and Profession</b></p>	<p><b>*Required:</b> Demonstrates service to the community and to the profession.</p> <p><b>Fulfills at least <u>two</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Active participation as a member in a local, state, regional, national, or international organization.</li> <li>• Serves on committees in professional organizations at the local and state levels.</li> <li>• Serves on committees in community agencies and organizations at the local and state levels.</li> <li>• Contributes to enhancing knowledge and visibility of the department and college.</li> <li>• Collaborates with the community in the development of programs and/or services.</li> <li>• Presents at workshops and/or continuing education programs for professional groups.</li> <li>• Presents at workshops and/or continuing education programs for community groups.</li> <li>• Obtains and/or maintains professional certifications and other specialty credentials.</li> </ul>	<p><b>*Required:</b> Demonstrates service leadership to the community and to the profession.</p> <p><b>Fulfills at least <u>two</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Serves as an officer in a local, state, regional, national, or international organization.</li> <li>• Serves in position of leadership in professional organizations at the local, state, national, or international level.</li> <li>• Serves in positions of leadership in community agencies and organizations at the local, state, national, or international level.</li> <li>• Provides leadership in enhancing knowledge and visibility of the department and college.</li> <li>• Provides leadership in the development of community programs and/or services.</li> <li>• Provides leadership with organizing workshops/continuing education programs for professional groups.</li> <li>• Provides leadership with organizing workshops/continuing education programs for community groups.</li> <li>• Obtains and/or maintains professional certifications and other specialty credentials.</li> <li>• Mentors individuals external to the university.</li> <li>• Nominated for or receives a significant leadership award.</li> </ul>
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**COLLEGIALITY**

Criterion	Clinical Senior Instructor	Clinical Distinguished Instructor
<p><b>Demonstrates respect for others, cooperative working relationships, professional integrity, and</b></p>	<p><b>*Evidence: (all must be met)</b></p> <ul style="list-style-type: none"> <li>• Annual evaluations consistently reflect “meets expectations.”</li> <li>• Actions reflect respect for others.</li> <li>• Actions reflect integrity and support of the university/department’s mission and culture.</li> </ul>	<p><b>*Evidence: (all must be met)</b></p> <ul style="list-style-type: none"> <li>• Annual evaluations consistently reflect “meets expectations.”</li> <li>• Actions reflect respect for others.</li> <li>• Actions reflect integrity and support of the university/department’s mission and culture.</li> </ul>

<b>supports shared governance within the University, College, and Department.</b>	<ul style="list-style-type: none"> <li>Consistently shows evidence of being a team player on committees, work groups and other related activities (being prepared for responsibilities and timeliness).</li> <li>Consistently attends convocation, graduation, faculty meetings and retreats.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently shows evidence of being a team player on committees, work groups and other related activities (being prepared for responsibilities and timeliness).</li> <li>Consistently attends convocation, graduation, faculty meetings and retreats.</li> </ul>
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## 6.2 NON-TENURE CLINICAL TRACK PROMOTION CRITERIA (Clinical Associate Professor, Clinical Professor)

Presentation of two or more evidence criteria is required for each criterion and are not exclusive. Selected evidence criteria are required and signified by **\*asterisk and bolding**. Other applicable evidence may be added to demonstrate proficiency.

TEACHING		
Criterion	Clinical Associate Professor	Clinical Professor
<b>Criterion 1: Demonstrates teaching effectiveness.</b>	<p><b>*Required:</b> Receives both <i>meets expectations</i> and <i>exceeds expectations</i> or higher on annual evaluations for teaching.</p> <p><b>Plus at least <u>three</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>Demonstrates consistent and proficient use of creative teaching strategies.</li> <li>Examples of student work demonstrate proficiency in facilitating student learning.</li> <li>Implements substantive revision of an existing course.</li> <li>Chairs or provides a substantive contribution to curricular development or revision at the local, state, or regional levels.</li> <li>Engages in development, implementation, and evaluation of a continuous education program.</li> </ul>	<p><b>*Required:</b> Receives mostly <i>exceeds expectations</i> on annual evaluations for teaching.</p> <p><b>Plus at least <u>four</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>Pedagogical strategies show consistent planning, continuous evaluation, and appropriate revision to ensure effectiveness.</li> <li>Demonstrates consistent expertise in the use of a variety of pedagogical strategies that address the diversity of student learning styles.</li> <li>Demonstrates consistent expert use of creative teaching strategies.</li> <li>Examples of student work demonstrate expertise in facilitating student learning.</li> <li>Development of a new course or teaching program.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrates capacity for mentoring and supervising novice faculty in the academic and clinical setting.</li> <li>• Development, implementation, and evaluation of a continuous education program.</li> <li>• Consistently incorporate student feedback to facilitate student development.</li> <li>• Contributes to the development of training grants and funded educational programs.</li> <li>• Nominated for or receives a significant teaching award.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a leadership role in curriculum development or revision.</li> <li>• Development, implementation, and evaluation of a continuous education program.</li> <li>• Systemically incorporates student feedback for programmatic improvement.</li> <li>• Mentors faculty in identified areas of growth and development.</li> <li>• Develops training grants and serves as PI or Co-investigator.</li> <li>• Develops or contributes to development of national curricular standards.</li> <li>• Nominated for or receives a significant teaching award.</li> </ul>
<b>Criterion 2: Demonstrates competence in area(s) of content expertise.</b>	<p><b>Provides evidence of at least <u>two</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Evidence of continuing education in areas of teaching and/or clinical responsibility.</li> <li>• Shows evidence of intellectual engagement and immersion in one’s own area of content expertise.</li> <li>• Maintains currency in professional specialty area (e.g., certifications, conferences)</li> <li>• Consistent record of authorship in peer reviewed publications.</li> <li>• Advisor for student independent study or honors program.</li> <li>• Obtains/maintains certification in area of content expertise.</li> </ul>	<p><b>Provides evidence of at least <u>two</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Shows evidence of intellectual engagement and is recognized as a content expert for his/her specialty area (i.e., serves as a consultant, author for lay publications, interviewed as content expert).</li> <li>• Maintains currency in professional specialty area (e.g., certifications, conferences)</li> <li>• Consistent record of authorship in peer-reviewed publications, some of which reflect the candidate’s program of practice and/or clinical scholarship.</li> <li>• Recognized for expertise in teaching/mentoring students in practicums or areas of expertise.</li> <li>• Advisor for student independent study or honors program.</li> <li>• Obtains/maintains certification in area of content expertise.</li> </ul>
<b>PROFESSIONAL EXPERTISE AND SCHOLARSHIP</b>		
<b>Criterion</b>	<b>Clinical Associate Professor</b>	<b>Clinical Professor</b>
<b>Criterion 1: Demonstrates progressive</b>	<b>*Required:</b> Receives both <i>meets expectations</i> and <i>exceeds expectations</i>	<b>Required:</b> Receives mostly <i>exceeds expectations</i> on annual evaluations for all teaching criteria

<p><b>productivity and collaboration in scholarship in area of expertise.</b></p>	<p>or higher on annual evaluations for scholarship.</p> <p><b>Plus at least <u>two</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Maintains active involvement in area of expertise (i.e., clinical practice, consultant, practicum instruction)</li> <li>• Evaluates research findings for application into practice.</li> <li>• Demonstrates beginning leadership in the development, implementation, and evaluation of [practice] innovations in collaboration with members of the profession, community/target population.</li> <li>• Serves as an investigator in a research/practice project.</li> </ul>	<p><b>Plus at least <u>two</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Maintains active involvement in area of expertise (i.e., clinical practice, consultant, practicum instruction)</li> <li>• Develops evidenced-based practice reviews and guideline development.</li> <li>• Leads development of innovative practice models and/or development of national/international clinical practice guidelines.</li> <li>• Initiates research/ practice projects as principal investigator or project director.</li> </ul>
<p><b>Criterion 2: Contributes to the community of scholars.</b></p>	<p><b>*Required:</b> Minimum of 2, high quality, substantive publication in the last 5 years that is currently relevant. (publications are in peer-reviewed, non-predatory journals.)</p> <p><b>Plus at least <u>two</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Serves as first author on at least one peer-reviewed publication.</li> <li>• Acceptance of paper and/or poster presentations at state, regional, and national meetings [presentation pending funding availability].</li> <li>• Co-constructs findings and reports and disseminates findings in collaboration with community/target population.</li> </ul>	<p><b>*Required:</b> Minimum of 1, high quality, substantive publication(s) per year that are currently relevant. (publications are in peer-reviewed, non-predatory journals.)</p> <p><b>Plus at least <u>three</u> of the Selected Evidence Criteria:</b></p> <ul style="list-style-type: none"> <li>• Annual track record of publications in peer reviewed national and international journals as evidenced by publications that reflect mentoring activities with mentees as first authors.; and publications are in peer- reviewed, non-predatory journals.</li> <li>• Demonstrates consistent track-record of serving as first author or corresponding author on peer-reviewed publications.</li> <li>• Acceptance of paper and/or poster presentations at national and international meetings [presentation pending funding availability].</li> <li>• Demonstrates consistent and systematic approaches to</li> </ul>

		disseminate findings and reports, to community/target population.
<b>Criterion 3: Contributes to the community of scholars in practice, the profession or research.</b>	<p><b>Provides documentation of at least <u>three</u> of the Selected Evidence</b></p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• Serves on regional, or national research/grant review committees, boards, or commissions.</li> <li>• Serves as a reviewer for professional scholarly journals.</li> <li>• Serves on practice councils and/or review committees within the institution or for specialty organizations at the state or national level.</li> <li>• Serves as sponsor for non-course related student research applications or scholarly practice activities.</li> <li>• Serves as core faculty for research training grants or scholarly practice activities.</li> <li>• Submits funding proposals for research or to support programs in the college.</li> <li>• Serves as a consultant in area of expertise.</li> <li>• Serves as a Board Member in Specialty Area.</li> <li>• Reports of clinical demonstration projects</li> <li>• Co-authors accreditation or other comprehensive program report</li> </ul>	<p><b>Provides documentation of at least <u>three</u> of the Selected Evidence</b></p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• Serves on national or international research/grant review committees, boards, or commissions.</li> <li>• Serves as an editor or member of an editorial board for professional scholarly journals.</li> <li>• Provides leadership in professional organizations whose primary focus is scholarship or research.</li> <li>• Serves in a leadership position on practice councils and/or review committees within the institution or for specialty organizations at the national or international level.</li> <li>• Recognized by former mentees for having influenced their research or scholarly project achievement.</li> <li>• Collaborates in development and implementation of research training grants, or scholarship activities.</li> <li>• Serves as program director or co-director for grants related to research training or scholarship.</li> <li>• Obtains funding for research or to support programs in the college.</li> <li>• Serves as a Board Member in Specialty Area.</li> <li>• Reports of clinical demonstration projects</li> <li>• Authorship of accreditation or other comprehensive program report.</li> </ul>

SERVICE		
Criterion	Clinical Associate Professor	Clinical Professor
<b>Criterion 1:</b> <b>Service to Department, College and University</b>	<b>Provides documentation of at least <u>three</u> of the Selected Evidence Criteria:</b> <ul style="list-style-type: none"> <li>• Active participation on a college or university committee.</li> <li>• Mentors in areas of teaching, professional expertise, clinical practice, or research/clinical scholarship.</li> <li>• Serves on dissertation, or doctoral scholarly project committees.</li> <li>• Interim departmental leadership for substantive period.</li> <li>• Serves on special, called task forces.</li> <li>• Peer observer for teaching effectiveness.</li> </ul>	<b>Provides documentation of at least <u>three</u> of the Selected Evidence Criteria:</b> <ul style="list-style-type: none"> <li>• Chairs a college and/or university committee.</li> <li>• Mentors in area of teaching, professional expertise, clinical research, or practice.</li> <li>• Serves in another administrative/leadership role in the department or college for a substantive period.</li> <li>• Chair on dissertation, or Faculty Mentor doctoral scholarly project committees.</li> <li>• Member on dissertation, or doctoral scholarly project committees.</li> <li>• Chairs special, called task forces.</li> </ul>
<b>Criterion 2:</b> <b>Service to Community and Profession -- Demonstrates civic and moral responsibility through service to the community and profession.</b>	<b>Provides documentation of at least <u>two</u> of the Selected Evidence Criteria:</b> <ul style="list-style-type: none"> <li>• Serves as an officer or board member in a local, state, regional, national, or international organization.</li> <li>• Achievement of a local, regional, national, or international award for professional service.</li> <li>• Serves as editorial board member related area of expertise.</li> <li>• Provides consultation services relevant to expertise.</li> <li>• Provides education to community, civic, governmental, or professional organizations relevant to one's expertise.</li> <li>• Provides direct care services to meet community health care needs.</li> </ul>	<b>Provides documentation of at least <u>three</u> of the Selected Evidence Criteria:</b> <ul style="list-style-type: none"> <li>• Chair of national or international organization committee.</li> <li>• Active participation as a committee member in a national or international organization.</li> <li>• Serving as an officer or board member in a national or international organization.</li> <li>• Serves as an external peer reviewer for T&amp;P candidate external to the university.</li> <li>• Serves as editorial board member related area of expertise.</li> <li>• Achievement of a national or international award for professional service.</li> <li>• Lead collaborative initiatives to address community health care needs.</li> <li>• Provides direct care services to meet community health care needs.</li> </ul>



COLLEGIALITY		
Criterion	Clinical Associate Professor	Clinical Professor
<p><b>Demonstrates respect for other, cooperative working relationships, professional integrity, and supports shared governance within the University, College, and Department.</b></p>	<p><b>*Evidence: (all must be met)</b></p> <ul style="list-style-type: none"> <li>• Annual evaluations consistently reflect “meets expectations.”</li> <li>• Actions reflect respect for others.</li> <li>• Actions reflect integrity and support of the university/department’s mission and culture.</li> <li>• Consistently shows evidence of being a team player on committees, work groups and other related activities (being prepared for responsibilities and timeliness).</li> <li>• Attends graduations, convocations; participates in faculty meetings, retreats; works with faculty teaching same courses to ensure consistency, responds to email in a timely fashion; completes assigned tasks on time; submits required documentation for program analysis in a timely manner.</li> </ul>	<p><b>*Evidence: (all must be met)</b></p> <ul style="list-style-type: none"> <li>• Annual evaluations consistently reflect “meets expectations.”</li> <li>• Actions reflect respect for others.</li> <li>• Actions reflect integrity and support of the university/department’s mission and culture.</li> <li>• Consistently shows evidence of being a team player on committees, work groups and other related activities (being prepared for responsibilities and timeliness).</li> <li>• Attends graduations, convocations; participates in faculty meetings, retreats; works with faculty teaching same courses to ensure consistency, responds to email in a timely fashion; completes assigned tasks on time; submits required documentation for program analysis in a timely manner.</li> </ul>

School of Nursing  
The University of Texas at Tyler

**Non-Tenure Promotion Policy and Procedures**

APPENDIX

GUIDELINES FOR THE EVALUATION PORTFOLIO IN FACULTY 180

Candidates being considered for non-tenure track promotion are responsible for providing accurate, thorough, and clear documentation of achievements for review at the department, college, and university levels. Each candidate will complete an e-portfolio in Faculty 180. All routine items included in the annual evaluation should be documented in Faculty 180 should be completed. These include the sections: Teaching; Reassigned Duties; Scholarly Contributions; Grants; Professional Enhancement Activities; Institutional Committees; Other Service; Professional Appointments; Professional Service; Community Engagement; Advising; Student Mentoring; and Consulting. In addition, the following sections will be added for consideration of promotion:

- I. Teaching Philosophy and Teaching Evaluation Summary**
  - a. Include a one-page teaching philosophy.
  - b. The Teaching Evaluation Summary includes courses taught and mean scores on evaluation over the previous 3-year timeframe.
  
- II. Statement about Research/Creative Activity.**
  - a. A one-page statement about professional research/scholarship or practice activity that includes how a research/scholarship program is being built and expanded, including accomplishments to date, plans for future research/scholarship, and the role of research/scholarship in relationship to teaching and service.
  
- III. Statement on Service Activities**
  - a. Include a one-page summary of service and its relationship to teaching and scholarship.
  
- IV. Supporting Documents**
  - a. The Record of Review cover sheet is located on the Office of Academic Affairs website.
  - b. This section contains the letters of recommendation from the SON NTT Committee, the Associate Dean, and the Dean. These are placed in the portfolio by the Associate Dean or the Dean.
  - c. External reviews are not required for non-tenure track promotion.
  - d. Annual evaluations from the previous five-years of should be uploaded.
  - e. A third-year review is not required for non-tenure track promotion.
  - f. A separate CV is optional as Faculty 180 will automatically generate a CV. If submitting a separate supplemental CV, follow guidelines required by the Office of Academic Affairs.
  - g. Under "Departmental Tenure and Promotion Guidelines" (under the P and T Supporting Documents dropdown menu), include / upload this document ("SON NTT Promotion Policy and Procedures")
  - h. Unsolicited letters/ emails are optional.