1. GENERAL
   This rule applies to full-time, non-tenure track faculty members. Part-time faculty positions are covered in another rule.

2. INTRODUCTION
   The central role of teaching is clearly articulated in the mission of Texas A&M University – Corpus Christi. Clinical faculty engage in a variety of teaching responsibilities which may include: teaching credit courses; supervising the clinical work of students, interns, or post-graduate associates; providing non-credit programs and workshops, distance-learning programs, seminars, and continuing education. In addition some faculty may direct undergraduate and graduate projects, internships, and serve on master and doctoral committees, as well as mentoring undergraduate and graduate students and postdoctoral associates. When teaching is part of the faculty assignment, effectiveness in teaching is an essential criterion for appointment or advancement. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and ability to organize material and convey it effectively to students. The five areas of effective teaching and thus areas of assessment include: Communication Skills, Stimulation of Thinking, Interaction with Students, Knowledge, and Course Management.

3. POSITIONS
   Non-tenure accruing, full-time faculty positions and titles include the following:

   3.1 VISITING - An appointment as a visiting lecturer, instructor, or faculty member of higher rank is a full-time appointment for up to a one-year period. Normally, appointment as a visiting faculty member may be renewed for a maximum duration of three years.

   3.2 CLINICAL - An appointment to a clinical faculty position in the College of Nursing and Health Sciences is an appointment to a non-tenure track, full-time faculty position. The primary responsibility of clinical faculty members is teaching courses in the discipline, but they make a significant contribution to the scholarship and service efforts of the College. These appointments will be non-tenure earning. Initial and subsequent contracts typically will be for 1-to-3-year appointments, as determined by the Dean of the School of Nursing and Health Sciences in collaboration with the Provost. Contract renewals and promotions in this track will be based on the quality of the faculty member's contributions in educational, service and scholarship activities. Within the clinical faculty track, there are four ranks. Rank descriptors follow:

   3.2.1 Clinical Instructor: This rank is held by an individual who has attained the
minimal degree appropriate to the discipline, i.e., MSN. The individual has limited or no experience as an independent educator or scholar/researcher.

3.2.2 Clinical Assistant Professor: This rank is held by an individual who has completed the appropriate education and who is experienced and qualified. The individual functions as an independent educator or in scholarly or research activities. Demonstrates scholarship and service

3.2.3 Clinical Associate Professor: This rank is held by an individual with established experience and evidence of excellence and creativity in education or research/scholarly activities.

3.2.4 Clinical Professor: This rank is held by an individual with exceptional experience in education and scholarship/service. The individual also has established clinical excellence.

4. SELECTION AND APPOINTMENT OF CLINICAL AND VISITING FACULTY
Clinical and Visiting faculty appointments shall be considered, approved or disapproved, and budgeted in accordance with System regulations and established University procedures. The appointment letter will indicate that the position is a non-tenure track position.

Candidates for appointment at the rank of Clinical Instructor are expected, at a minimum, to demonstrate competence in clinical care, teaching and educational development, scholarly activities, and service as appropriate to the discipline.

Candidates for appointment to the rank of Clinical Assistant Professor are expected to demonstrate a balance of accomplishment and competence in clinical care, teaching and educational development, scholarship, and service to the College and profession and to establish a local reputation as making significant contributions.

Candidates for appointment to the rank of Clinical Associate Professor are expected to demonstrate a balance of accomplishment and competence in clinical care, teaching and educational development, scholarship, and service to the College and profession and to establish a local or regional reputation as making significant contributions.

Candidates for appointment to the rank of Clinical Professor are expected to demonstrate a balance of accomplishment and competence in clinical care, teaching and educational development, scholarship, and service to the College and profession and to establish a local, regional or national reputation as making significant contributions.

5. BENEFITS
Employee benefits available to individuals with non-regular, non-tenure accruing appointments will be determined by the University Human Resources Office in
accordance with university guidelines.

6. CLINICAL FACULTY RESPONSIBILITIES

6.1 Teaching

The central role of teaching is clearly articulated in the mission of Texas A&M University – Corpus Christi. Clinical faculty engage in a variety of teaching responsibilities which may include: teaching credit courses; supervising the clinical work of students, interns, or post-graduate associates; providing non-credit programs and workshops, distance-learning programs, seminars, and continuing education. In addition some faculty may direct undergraduate and graduate projects, internships, and serve on master and doctoral committees, as well as mentoring undergraduate and graduate students and postdoctoral associates. When teaching is part of the faculty assignment, effectiveness in teaching is an essential criterion for appointment or advancement. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and ability to organize material and convey it effectively to students. The five areas of effective teaching and thus areas of assessment include: Communication Skills, Stimulation of Thinking, Interaction with Students, Knowledge, and Course Management. Examples of criteria to be used in evaluation of these areas include:

6.1.1 Communication Skills - enthusiastic and dynamic, good speaker with good delivery, clear and concise presentation of material, excellent in one-to-one and small group discussions.

6.1.2 Stimulation of Thinking - utilizes teaching methodologies that facilitate development of the students' decision-making and problem-solving skills and the synthesis, evaluation and application of knowledge; stimulates students to pursue professional interests beyond the minimum requirements in the classroom, practice site, and laboratory.

6.1.3 Interaction with Students - motivates students, sensitive to student needs, demonstrates patience, fair and impartial, attentive to student comments and questions, skilled in observing student reactions.

6.1.4 Knowledge - is knowledgeable of current concepts and new developments in the discipline and incorporates them in course materials; discards outmoded concepts or places them in proper perspective.

6.1.5 Course Management - develops or integrates course objectives, and presents them to students; teaches and evaluates consistently with course objectives; develops and utilizes appropriate educational materials.

6.2 Advising
Faculty involvement in advising students is an essential part of the teacher/learner relationship. Clinical faculty may have significant expectations to serve as advisors for students. These duties may include but are not limited to:

- Faculty advisor for student groups;
- Career development advising;
- Academic advising;
- Academic success and student development advising.

6.3 Scholarship and Creative Activity

All Texas A&M University-Corpus Christi, College of Nursing and Health Sciences in the professorial ranks have a responsibility to engage in scholarship and creative activity. Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated. In general, scholarly expectations for clinical track faculty will be between 5 and 15% of the individual's total position expectations. This level of scholarly expectation differs from tenure track faculty who have relatively larger scholarly expectations.

The appropriateness and importance of the type of scholarship will vary with the expectations of the position. The principle of peer review and recognition becomes increasingly important as the faculty member progresses through academic ranks. In the case of clinical faculty, emphasis is placed on peer recognition as a practitioner-educator. The peer recognition results from scholarly accomplishments that can take many forms. The order of examples is not intended to rank importance. While publication in peer reviewed journals is the most traditional form of scholarship, clinical track publications might more commonly encompass description and evaluation of novel patient care services, program development and innovation, outcomes of innovative programs and/or services, definitive therapy reviews, or case reports among others. Authorship of professional practice guidelines, textbooks, book chapters, monographs, videotapes, extended learning materials, or other educational materials is considered appropriate. Invited presentations, poster and podium presentations, and published abstracts at state and national levels are other examples of scholarship, provided that evidence of peer validation is provided. Advising government agencies, industry, or professional groups are all considered evidence of scholarship. Authorship of a patent in the faculty member's field is considered as evidence of creative scholarship.

Honorary degrees, awards recognizing professional and/or scientific achievements, and fellowship in national professional and/or scientific organizations are all considered recognition by peers of the candidate's contributions. The candidate's role in multiauthored publications must be addressed.
6.3.1 Examples of criteria to be used in evaluation of these areas include:

6.3.1.1 Materials are peer reviewed prior to acceptance.

6.3.1.2 Abstracts, podium presentations are published in conference literature.

6.4 Service
All faculty are expected to engage in service to the University and its constituents, the community, and the professional discipline. Service is central to the mission of a land-grant institution. Examples include but are not limited to: In-services provided to health care professionals, committee/task force memberships, chairpersonships, recruitment of faculty and students, mentoring students and student groups, and service in faculty governance. In addition, service to the professional discipline is identified by time and effort given to local, state, regional, national, or international professional organizations and/or publication. Examples include: continuing education programs, organizational offices, committee involvement, task force reports/policy statements, editorial board/referee/reviewer for professional or scientific publications.

Public service related to the faculty member's assignment and that draws upon the professional expertise of the faculty member or that significantly fosters university relations is valuable to promotion decisions. Examples include: Discipline-related community service projects, invited presentations to the lay public, consultation with community health-care agencies. Honors and awards recognizing professional, scientific, and/or clinical service achievement would also be included in the Service area.

6.4.1 Examples of criteria to be used in evaluation of these areas include:

6.1.1.1 External service is related to professional responsibilities

6.1.1.2 External service is based on professional expertise.

7. PROMOTION OF CLINICAL FACULTY
The promotion of full-time faculty members in the clinical track will be determined primarily by their ratings in educational activities and service and scholarship/research. The specific criteria and rating scale used for evaluation of performance are described in the College and University rules and procedures and are the same as those applicable to tenure track faculty.

7.1 Clinical Instructor to Clinical Assistant Professor:
Promotion requires completion of the master's degree in nursing and a rating of "good" as an educator and scholar. Three years' time in the current rank is required. Candidates for promotion to the rank of Clinical Assistant Professor are expected to demonstrate a balance of accomplishment and competence in clinical care, teaching and educational development,
scholarship, and service to the College and profession and to establish a local, reputation as making significant contributions.

7.2 Clinical Assistant Professor to Clinical Associate Professor:
Promotion requires a doctoral degree and the faculty member must be rated as "excellent" in educational activities and clinical performance, and rated "good." in scholarship/service activities. Five years' time in the current rank is required. Candidates for promotion to the rank of Clinical Associate Professor are expected to demonstrate a balance of accomplishment and competence in clinical care, teaching and educational development, scholarship, and service to the College and profession and to establish a local or regional reputation as making significant contributions.

7.3 Clinical Associate Professor to Clinical Professor:
Promotion requires a doctoral degree and the faculty member must be rated as "exceptional" in educational activities and clinical performance, and rated "excellent" in scholarship/service activities. Five years' time in the current rank is required. This rank is reserved for the non-tenure track faculty member with a minimum of ten years of teaching experience who has excelled in teaching and clinical performance, also has exhibited excellence in the scholarship and service aspects of the professorial role. Candidates for appointment to the rank of Clinical Professor are expected to demonstrate a balance of accomplishment and competence in clinical care, teaching and educational development, scholarship, and service to the College and profession and to establish a local, regional or national reputation as making significant contributions.

8. EVALUATION
Evaluation of teaching is based on a combination of peer evaluations and learner or participant evaluation. Peer evaluations should be based both on observations of teaching and on review of course-related materials. It is expected that the candidate will have consistently documented good to excellent ratings in teaching to be promoted.

8.1 Documentation
It is the responsibility of the faculty member to provide in the dossier the following documentation of teaching performance:

8.1.1 Provided by the candidate:

- A self evaluation (portfolio) documenting teaching performance, competence, and description of future plans. Information should include course syllabi, course objectives, samples of handouts or other teaching aids, and samples of examinations and/or other evaluation instruments.

- Evidence of attendance at professional and scientific meetings/conferences.
• Evidence that the clinical practice activities are used as a model for teaching.

• Any other material or information which may be helpful in the evaluation process. Examples are teaching awards, authorship of textbooks or other teaching materials, participation in teachers’ seminars, participation in visiting or exchange teacher programs, and evaluation of presentations from programs presented to practitioners or other university constituencies.

8.1.2 Provided by students:

All summary instructor and course evaluation reports or other appropriate systems submitted by students for each course taught will be supplied via the dossier.

8.1.3 Provided by peers:

Peer evaluation of teaching performance is a valuable tool in providing feedback to faculty. As methods are developed and standardized, such evaluations will be supplied to aid in assessment of teaching competence.