

CLINICAL FACULTY
UNIVERSITY OF TEXAS AT EL PASO
GUIDELINES FOR APPOINTMENT, EVALUATION, AND PROMOTION
January 2012

The clinical faculty pathway has been established to accommodate a growing body of individuals whose activities are in the clinical realm. As UTEP increases its capacity for health practice and research, the University must provide a mechanism to recognize faculty whose professional activities involve a commitment to patient care, teaching activities related to patient care and clinical administration, and whose research efforts may be of secondary emphasis.

Titles

Titles used in the clinical faculty track will be in compliance with The University of Texas System, Rules and Regulations of the Board of Regents, Series 31001, Number 2, Section 2.23 (c).

Clinical faculty titles are:

Clinical Professor,
Clinical Associate Professor,
Clinical Assistant Professor, and
Clinical Instructor.

Clinical faculty positions are non-tenure track positions. UTEP tenure track faculty, during their term of employment, may make a one-time request to resign from their tenure track position and request to be appointed to an open research faculty position with approval of the Chair or Director, Dean and the Provost. UTEP research faculty may apply for an open tenure track position at UTEP at any time.

Appointment

Standards of Initial Appointment. Appointment to the rank of Clinical Instructor requires a M.S., Ph.D., Ed. D., or other appropriate clinical doctoral degree or equivalent; clinical education necessary to meet the respective certification requirements as required by the discipline and regional accrediting bodies such as SACS; excellent clinical competence documented from practice settings; potential for development of teaching skills; and potential for scholarship development.

Appointment to the rank of Clinical Assistant Professor will require in addition to the degree requirements listed in the preceding paragraph, and normally three years functioning at the level, or equivalent, of clinical instructor. The individual should have documented evidence of clinical competence and productivity as a clinician, competence as a teacher, and scholarly achievement.

Appointment to the rank of Clinical Associate requires evidence of continued clinical competence and productivity as a clinician, high ranking as a teacher, substantial scholarly

achievement, and regional recognition as a clinician, teacher, or health care provider educator (as appropriate). An earned doctoral degree in an appropriate clinical area (i.e. Doctor of Nursing, Doctor of Philosophy, Doctor of Pharmacy, Doctor of Public Health, Doctor of Occupational Therapy, Doctor of Physical Therapy) or other appropriate practice doctorate earned in a clinical profession. Additionally, the satisfactory completion of a five-year term of full time service at the Clinical Assistant Professor rank is required prior to being eligible to apply for promotion to this rank. The Dean, on recommendation from the department or program, may grant exceptions to the terminal degree and years of experience requirement. The individual will provide evidence of recognition for teaching, service, clinical practice, or research appropriate to the discipline.

Appointment to the rank of Clinical Professor is the highest clinical academic rank and, as such, implies that the individual is recognized by peers in his/her profession as accomplished in the specialization and by associates and students as an outstanding clinician and teacher. The individual will provide evidence of excellence and productivity as a clinician, high ranking as a teacher, mature scholarship, and national recognition as a clinician, teacher, or health care provider educator (as appropriate). Additionally, the satisfactory completion of a five-year term of full time service at the Clinical Associate Professor rank is required prior to being eligible to apply for promotion to this rank.

Evaluation

Clinical faculty member's performance will be reviewed annually utilizing the performance evaluation procedure as outlined in Chapter 4 of the Handbook of Operating Procedures.

Application for Promotion

Criteria for promotion as clinical faculty focus on the following areas:

- 1) Clinical and classroom teaching
- 2) Scholarly activity
- 3) Service activity
- 4) Administrative responsibilities
- 5) Clinical practice
- 6) Other duties as assigned

When applying for promotion, the candidate should provide supporting documentation, which is described in the sections below. The completed documentation, with an accompanying letter requesting the appropriate promotion, should be compiled into a promotional portfolio and submitted to the respective review committee at the Department or School level. The review committee shall be comprised of clinical faculty equal to or higher in rank than the one being requested. The committee is to review the promotional portfolio and make a recommendation to the respective Chair or Director. The Chair or Director completes his/her review and makes a recommendation to the Dean. The Dean's recommendation is forwarded to the Provost and the Provost's recommendation is forwarded to the President who makes the final decision on the

requested action. Additionally, the promotional portfolio will be sent to at least two outside reviewers who would evaluate it in a manner similar to which publications are currently evaluated by outside reviewers. The candidate for promotion should provide the review committee names of at least five outside reviewers. The Chair may also submit names and the committee will select two external reviewers to evaluate the portfolio. The comments of the outside reviewers are to be included with the recommendations of the review committee, the departmental Chair or Director, Dean, and Provost for consideration by the President in making the final decision regarding the candidate's request for promotion.

Teaching (didactic, laboratory, and clinical). The evaluation of clinical faculty is based upon the quality and value of teaching interactions with students and other health care providers and an assessment of innovative teaching projects, resources, materials, and methods. Compilation of the requested documentation is the responsibility of the faculty member. It allows for more formal assessment of one's contribution to teaching and learning and provides documentation and evidence of the quality and value of the candidate's educational activities. The clinical faculty member's documentation of teaching activities may include some or all of the following topics:

- A) Philosophy of Education. Articulation of the applicant's philosophy of education provides a foundation for evaluating a portfolio.
- B) Teaching Skills. Identification of skills the applicant uses in the classroom helps reviewers assess understanding of teaching theory and practice. Evidence of teaching competency may be provided in the form of teaching evaluations from students, educational consultants, or others. Evidence of improvement might be a plan for improving teaching effectiveness and/or documented direct observation of teaching by peers showing progress in effective teaching over time.
- C) Assessment of Learner Performance. A description of the process the applicant uses to make inferences about student learning should include defining, designing, collecting, analyzing, and interpreting measures of learning, e.g., involvement in creating and evaluating exams and exam performance.
- D) Continuing Education. Documentation of activities the applicant has used to continue his/her development as an educator communicates the importance of the applicant's own learning.
- E) Long-term Goals. Articulation of long-term goals provides the applicant the opportunity for reflection, expression of vision, and presenting projects in development.

Scholarship. Objective evidence for scholarship is required for faculty advancement. Recognizing that many types of scholarship are practiced by clinical faculty, what follows are descriptions and criteria for four types of scholarly activities: teaching, clinical practice, integration, and discovery. The general criteria that should be applied in evaluating each, as applicable, are:

- A) Evaluation of the quality of the scholarship

- B) The innovativeness and/or applicability to clinical practice and education of the scholarly activity(ies)
- C) The degree to which they add to the accepted body of knowledge (appropriate to the clinical specialty of the individual being reviewed)

Review of scholarship should be undertaken by the review committee and the Chair or Director of the applicant's department and based on submitted examples of specific scholarly activity(ies). These examples should include documentation of how the activity was utilized in clinical practice/education and/or disseminated for internal or external consumption.

Consideration should also be given to national and international recognition of a faculty member's scholarship. This includes, but is not limited to: visiting professorships, individual lectures, officer or committee Chair of national and international societies, scientific advisory committee member for multi-center protocols, registries, HRSA reviewer or NIH study sections member, site visitor for accreditation, etc.

Scholarship of Teaching. Contribution to new knowledge related to the teaching of health sciences is an important and very appropriate type of scholarship activity for clinician teachers. Types of contributions may include:

- New curricula for a new or existing teaching program
- Materials for in-house use such as student handbooks and evidence-based clinical guidelines
- Educational software or video
- Educational information on the World-Wide Web
- New methods to evaluate the success of educational programs and the progress of students
- Attainment of funding to support the above activities

Evaluation will be done by the review committee and the Chair or Director of the applicant's department. It may consider solicited evaluations from users of the information, such as faculty members, students, and other health care professionals. Traditional evaluative criteria such as publication in peer-reviewed journals and presentation at scientific meetings can also be used.

Scholarship of Clinical Practice. Recognizing that clinical expertise is closely interrelated to the ability to teach in a clinical setting, activities that serve to advance clinical expertise and practice are considered as scholarship. Examples of this type of activity include, but are not limited to:

- Attainment/maintenance of National Specialty Certification
- Participation in clinical conferences or continuing education activities specific to clinical practice
- Voluntary self-orientation to new clinical sites
- Clinical practice

- Development/mentorship of clinical practice preceptors or clinical instructors in the clinical learning setting
- Assisting with the development of evidence-based practice guidelines policy/procedures used in the clinical arena)
- Participating in clinical ladder program, or similar activity, in a clinical facility
- Acting as consultant to educational or healthcare institutions
- Advanced Cardiovascular Life Support (ACLS), Basic Cardiovascular Life Support (BCLS) or other clinical teaching outside of teaching assignment
- Development of new clinical sites
- Publication of clinical or education articles in publications which add to the body of knowledge of specific target groups. For example: newspapers, newsletters, nursing magazines and/or journals.
- Presentations (verbal or poster) at local, state, regional and national conferences.

Evaluation will consist of evidence of certification, continuing education, self-orientation activities and clinical practice activities. Additional documentation from the clinical community regarding interaction with clinical site staff may be reference letters identifying mentoring and/or staff development efforts.

Scholarship of Integration. A very valuable contribution is the synthesis and integration of existing information on a particular question. This can consist of:

- Systematic reviews of the literature, including meta-analyses or Cochrane Collaboration reviews
- Book chapters
- Review articles in peer-reviewed journals
- Editorials in peer-reviewed journals
- Editorial board of a peer-review journal
- Authorship or editor of books
- Editorship of a journal
- Invitation to give state-of-the-art lectures or reviews at national or international meetings
- Visiting professorships
- Grant submission for program development or participation in same

Evaluation may consist of systematic reviews, review articles or editorials published in peer reviewed journals. It is beneficial if the faculty member is first author of some articles or book chapters.

Scholarship of Discovery. The more traditional type of scholarship includes the generation of new knowledge and publication in peer-reviewed publications. The areas of research include clinical (appropriate to faculty member's discipline), epidemiological, health services, social

sciences, ethics, education, and health care delivery. Clinician educators can appropriately work as collaborators on research studies, meeting the same type of criteria for participation that journals now have for warranting authorship: contributing to the generation of the research idea, recruiting patients, conducting chart reviews, participating in data collection and/or analysis, and writing up the results for publication. Examples of participation are:

- Publication in peer-reviewed journals (including case-reports)
- Presentation of data in abstract form, oral presentation or poster
- Participation in multi-center protocols
- Grant submission for research or participation in same

The same criteria can be used to evaluate this type of scholarship as is used for clinician scientists, i.e. the quality of the work published in peer-reviewed journals and presentation at scientific meetings. In addition, letters of support from principal investigators of collaborative projects may be used. Important criteria are the quality and impact of the study and the specific contributions of the clinician teacher to its design, implementation and analysis of the results.

Service. Recognizing that service to the University community, the professional community and the community-at-large can consume a significant portion of faculty time, evaluative credit may be applied for activities which meet the descriptions below:

- A) University, college, or department consultation and governance activities, for example:
 - a. Attendance at faculty meetings (departmental, school, college and university)
 - b. Holding office in faculty organizations
 - c. Chair of sub or ad hoc committees or task forces
- B) Professional organizations membership and governance (specific to licensure, certification or specialty practice)
- C) Community organization participation and governance

Thorough documentation of service activities as described in section A is required. Documentation of activities as described in sections B and C (as applicable) should include sufficient detail to allow reviewers to appropriately assess the faculty member's commitment to these activities.

Administrative Responsibilities. Promotional consideration shall be given to a clinical faculty member who assumes administrative responsibilities in addition to the other evaluated domains of teaching, scholarship and service. Examples of these types of responsibilities include, but are not limited to:

- Course management
- Semester coordination
- Program or subprogram coordination/direction
- Grant administration
- Student advising activities

Thorough documentation of these activities should include sufficient detail to allow reviewers to appropriately assess the workload impact of these responsibilities.

Other duties as assigned. On occasion, faculty volunteers may be solicited or specific faculty members may be asked or directed to assume other duties which are necessitated by circumstance, student load, faculty vacancies or illness, or university, college or departmental demands. Such duties are, by nature, difficult to anticipate or describe. However, they are generally short term in nature and somewhat project-based or self-limiting. Faculty for whom this is applicable should provide documentation inclusive of the circumstances leading to a given assignment, as well as a discussion of the activities involved and the outcome. This documentation should be included with the application for promotion materials. The faculty member should also submit current Curriculum Vitae.