## Guidelines for Qualification of Faculty Rank

### Non-Tenure Acquiring Positions

#### Academic Focus

<table>
<thead>
<tr>
<th>Performance Category</th>
<th>Instructor(^1,3)</th>
<th>Assistant Professor(^1,3)</th>
<th>Associate Professor(^1,3)</th>
<th>Professor(^1,3)</th>
</tr>
</thead>
</table>
| **Educational Preparation and Professional Experience** | • Current license to practice professional nursing in Texas, including continuing education requirements or licensure in area of expertise, as appropriate.  
• Masters degree with major in area of teaching, required for nursing faculty.  
• Minimum of two (2) years experience. | • Current license to practice professional nursing in Texas, including continuing education requirements or licensure in area of expertise, as appropriate.  
• Masters degree with major in area of teaching, required for nursing faculty, and minimum of two (2) years teaching experience or  
• Earned doctorate.  
• Achieve certification in area of expertise or education (as applicable). | • Current license to practice professional nursing in Texas, including continuing education requirements or licensure in area of expertise, as appropriate.  
• Minimum of three (3) years teaching experience.  
• Earned doctorate.  
• Continued formal and informal education in specialty area to maintain certification (as applicable). | • Current license to practice professional nursing in Texas, including continuing education requirements or licensure in area of expertise, as appropriate.  
• Minimum of four (4) years experience at Associate Professor level.  
• Earned doctorate.  
• Continued formal and informal education in specialty area to maintain certification (as applicable). |
<table>
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<tr>
<th>Performance Category</th>
<th>Instructor¹,²</th>
<th>Assistant Professor¹,³</th>
<th>Associate Professor¹,³</th>
<th>Professor¹,³</th>
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| Teaching             | - Demonstrates evidence of basic knowledge of instructional process and basic knowledge of educational evaluation techniques.  
- Receives positive student and teaching Course Satisfaction Analysis Reports | - Demonstrates competency in content area, and in development, presentation, and evaluation of instruction.  
- Provides learning experiences for students related to area of expertise.  
- Successfully fulfills role of course or co-course facilitator.  
- Participates as a contributor in curriculum delivery/development/evaluation.  
- Develops and implements courses utilizing an evidence based approach. | - Demonstrates competency in content area, and in development, presentation, and evaluation of instruction.  
- Acts as internal mentor/consultant/innovator.  
- Successfully fulfills role of course facilitator.  
- Assumes leadership in curriculum delivery/development/evaluation.  
- Assumes responsibility for courses utilizing evidence-based approach. | - Demonstrates competency in content area, and in development, presentation, and evaluation of instruction.  
- Acts as external mentor/consultant/innovator.  
- Maintains leadership in curriculum delivery/development/evaluation.  
- Maintains responsibility for courses utilized evidence-based approach. |
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<th>Performance Category</th>
<th>Instructor&lt;sup&gt;1, 3&lt;/sup&gt;</th>
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<th>Professor&lt;sup&gt;1, 3&lt;/sup&gt;</th>
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<td>Academically-related public service</td>
<td>• Serves as a member of more than one (1) professional organization.</td>
<td>• Serves on local/state committees of professional organizations.</td>
<td>• Serves as elected member of local/state committees or officer of professional organizations.</td>
<td>• Serves as elected member of state/national committees or officer of state/national professional organization.</td>
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<td>• During the first year of faculty role implementation, explores membership on school/institutional committees and task forces.</td>
<td>• Serves as an officer of school/institutional committees/task forces.</td>
<td>• Serves as member of national professional organizations/committees.</td>
<td>• Demonstrates leadership on more than one (1) school/institutional committee/task force.</td>
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<td>• During second year of faculty role implementation serves as a member of at least one (1) school or institutional committee/task force.</td>
<td>• Assists with faculty recruitment/mentorship.</td>
<td>• Serves as chair of school/institutional committees or task forces.</td>
<td>• Continues faculty recruitment and mentorship activities.</td>
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<td>Scholarship with research pursuits as appropriate</td>
<td>• In third and successive years in the faculty role, serves as an officer of at least one (1) school or institutional committee/task force.</td>
<td>• Demonstrates at least two (2) scholarly activities (e.g., write or edit a book, write a book chapter, media development, web-based continuing education development, innovative approaches to improving care of clients, or poster presentation or poster at state/national level) within past two (2) years.</td>
<td>• Has two (2) publications in refereed journals within past two (2) years.</td>
<td>• At least one (1) article accepted to peer-reviewed journal every year.</td>
</tr>
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</table>

\(^1\) Criteria illustrate progression of responsibilities subsumed under each rank.

\(^2\) Only members of the faculty who are employed full-time with the rank of Associate Professor and Professor are eligible to apply for tenure.

\(^3\) All publications and scholarly activity are during period of particular time of initial appointment or tenure. Please note that chapter reviews and case studies are not acceptable at the Associate Professor or Professor levels.

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