

UTHSCSA SCHOOL OF NURSING FACULTY HANDBOOK

Chapter 3: Promotion and Tenure	Effective: June 04, 2021
Section 3.4.10 SON Practice/Service Scholarship Non-Tenured Clinical	Revised/Reviewed: Review PTAC 2020-2021
	Responsibility: Office for Faculty Excellence
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Clinical Practice/Service

The role of the faculty member in UT HEALTH SA SON's, a non-tenure earning practice/service track, is to contribute to the school's mission through integrative scholarly practice as a clinician, administrator or educator, as evidenced by dissemination of practice innovations in scholarly venues and leadership that transforms and improves practice. Advancement is determined by progressive significance and impact of the faculty member's scholarly practice, which receives national or international recognition. All faculty members are expected to demonstrate excellence in Practice/ Service. Examples of evidence that might be used to support the significance and impact of the faculty member's work are listed below. The clinical practice/service will be evaluated for advancement based on performance in their specialized area of expertise. (HOP Chapter 3, Sections 3.6, Policy 3.6.1) (HOP Chapter 3, Sections 3.6, Policy 3.6.1). These examples are illustrative only, a subset of these examples is necessary to document significance and impact, and other examples may be used.

Application/Practice Scholarship: Application/practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993). Practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care delivery models			
UT HEALTH SA, SON	CLINICAL ASSISTANT PROFESSOR	CLINICAL ASSOCIATE PROFESSOR	CLINICAL PROFESSOR
Criteria	<p>Candidates for the rank of Assistant Professor have beginning scholarship endeavors that demonstrate creativity and promise in their early program of scholarship and have expertise in a substantive or methodological area.</p> <ul style="list-style-type: none"> • Minimum of a master's degree in nursing • The earned doctorate in nursing or related field is preferred. 	<p>Candidates for the rank of Associate Professor have demonstrated excellence in a program of scholarship, and have received regional recognition and an emerging national reputation for the significance and impact of their work.</p> <ul style="list-style-type: none"> • Minimum of 3 years in the rank of Assistant Professor • Developing reputation that is reflected by peer recognition within the institution 	<p>Candidates for the rank of Professor are senior scholars who have a sustained record of excellence in a program of scholarship, and have received national/international recognition for the significance and impact of their work.</p> <ul style="list-style-type: none"> • Minimum of 3 years as an Associate Professor • An established reputation that is derived from substantive extramural peer recognition • Sustained scholarly activity or significant accomplishments in at least one of the three academic activities: teaching, research and service. • Board certification or its equivalent, if pertinent

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	<ul style="list-style-type: none"> • Declared clinical area* (National Certification is recommended) • Minimum of 2 years clinical experience 	<ul style="list-style-type: none"> • Significant scholarly accomplishments in at least one of the three academic activities: teaching, research and service • Board certification or its equivalent, if pertinent 	
Practice Scholarship	<p>Examples:</p> <ul style="list-style-type: none"> • Achieves certification in area of scholarly practice • Provides professional services to patients/families/communities or organizations • Participates in implementing practice innovations and guidelines • Engages in evidence-based practice and uses research findings to improve practice • Authors or co-authors practice innovations or findings in peer reviewed journals or in magazines, professional newsletters or other non-refereed publications • Presents practice innovations or findings at local conferences 	<p>Examples:</p> <ul style="list-style-type: none"> • Provides excellent professional service to patients/families/ communities or organizations • Participates in developing and evaluating practice innovations to improve health or advance excellence in nursing education • Engages in advocacy and policy formulation efforts related to practice • Contributes to the development of practice guidelines or standards • Serves as a consultant in area of scholarly practice • Regularly translates research into recommendations for improvement of practice • Participates in the development of grants and contracts focused on achieving excellence in practice • Regularly authors or co-authors scholarly articles, monographs, books, media or other works in peer-reviewed publications Contributions to practice scholarship are acknowledged through citation in the works of others 	<p>Examples:</p> <ul style="list-style-type: none"> • Provides outstanding professional service to patients/families/ communities or organizations • Leads the development/implementation/evaluation of practice innovations • Uses expertise to shape policy, advance quality improvement initiatives, or plan/direct practice innovations at the national/international level • Sustained record of publications that have influenced substantive changes in practice • Provides leadership at the national/international level that advance excellence in practice • Invited to present on practice and policy issues at national/ international conferences • Significant record of funded activities that advance practice Receives national/international awards for contributions to practice
Service	Examples:	Examples:	Examples:

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<p>Service to UT Health Science SA University & SON</p> <p>Service to the Profession</p> <p>Service to the Community</p> <hr/> <p>Highlighted Bolded Categories (HOP Chapter 3, Section 3.6, Policy 3.6.4)</p>	<ul style="list-style-type: none"> • Serves as member of school, association, agency, committee or task force on a local level • Reviews abstracts for local meetings or conferences 	<ul style="list-style-type: none"> • Shows consistent pattern of contributions to UT Health SA University & SON that increase over time in both quality and scope • Provides leadership, consultation or service on UT Health SA University & SON committees or activities and/or participates in joint planning groups between programs within UT Health SA University & SON • Serves as a member of UT Health SA University & SON University committee or task force • Performs a key administrative role in patient care, research, or teaching activities within a department or division • Provides staff responsibility for a service or specific area of patient care or clinical teaching for which peer recognition can be documented. • Reviews extramural small-grant proposals for funding • Provides service to the professional or lay community through education, consultations, or other roles. <ul style="list-style-type: none"> ○ Presents on service contributions at local or state conferences or meetings ○ Organizes local and state conferences or workshops ○ Participates in local, state, or regional health care or education-focused initiatives, programs, services, policy committees; may take leadership role at the local, state or regional level ○ Serves as member, officer, chair, or director of local or state associations, agency, task force committee(s) ○ Consults for local institutions, organizations or media • Reviews submissions to research or professional journal(s) • Publishes service-themed articles that describe innovative contributions to the profession and/or community 	<ul style="list-style-type: none"> • Senior staff responsibility for a service or specific area of patient care or clinical teaching • Appointment to responsible positions within the institution or its affiliates (Chairs a committee, department, or division; membership on major decision-making Health Science Center committees). <ul style="list-style-type: none"> ○ Assumes key leadership positions within UT Health SA University & SON University ○ Spearheads major initiatives within UT Health SA University & SON University • Recognition as an authority by other schools and departments within the Health Science Center and by local, state, regional, or national organizations or institutions. • Serves on editorial boards of professional or scientific journals. <ul style="list-style-type: none"> ○ Serves as editor or chair of editorial board for research or professional journal(s) • Sustained record of reviewing articles for professional or research journal(s) • Serves as an officer or committee chair in professional or scientific organizations. <ul style="list-style-type: none"> ○ Elected or appointed to leadership positions in national or international scientific organizations or professional societies • Consultant to, or serves on, government review committees, study sections, or other national review panels. <ul style="list-style-type: none"> ○ Sustained record of service on review panels and/or study sections of national or international research funding organizations ○ Participates in leading national or international panel(s) for research or professional priority setting ○ Takes leadership role in national or international health care initiatives, programs, services, and policy committees that are concerned with professional issues ○ Consults for national or international institutions, organizations or media • Election to responsible positions on civic boards or organizations concerned with health care issues at the local state, regional, national, or international levels. • Presents on service contributions at national or international conferences or meetings • Service activities have led to improved health care delivery or education, or significant impact on health at national or international level
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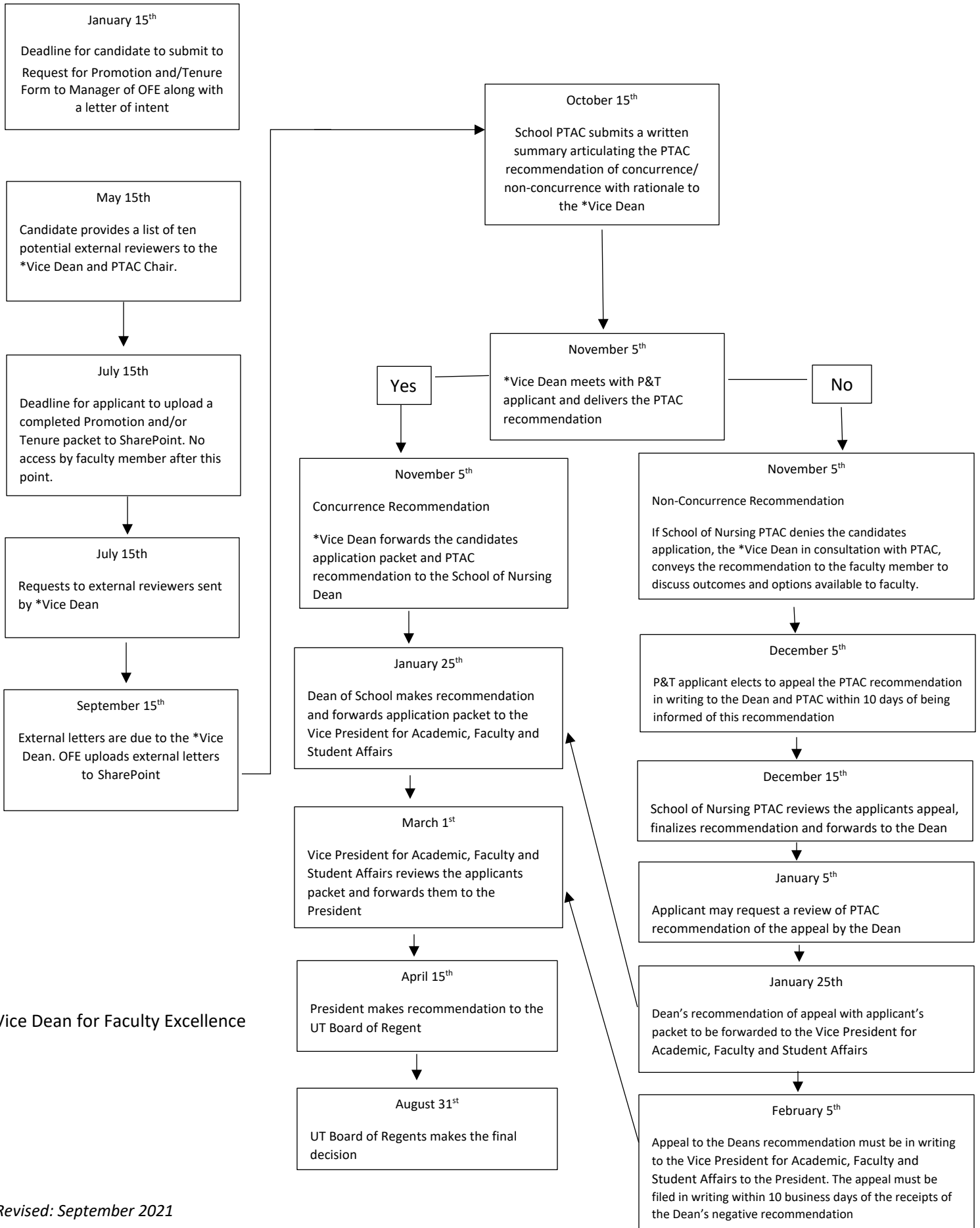
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<p>Discovery Scholarship: The scholarship of discovery is an inquiry that produces, implements, and translates the disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). The scholarship of discovery encompasses research, systematic investigation, <u>and/or knowledge translation and implementation</u> producing <u>and implementing</u> the knowledge that is the heart of all disciplines in academic life. The scholarship takes the form of primary empirical research, historical research, theory development, and testing, methodological studies (participatory research), philosophical inquiry and analysis, <u>and projects aiming at knowledge translation, implementation, and dissemination.</u> The scholarship increasingly is interdisciplinary and collaborative in nature, across professional groups and within nursing itself (AACN, 1999).</p>			
UT HEALTH SA-SON	CLINICAL ASSISTANT PROFESSOR	CLINICAL ASSOCIATE PROFESSOR	CLINICAL PROFESSOR
Discovery Scholarship	<p>These faculty demonstrate:</p> <ul style="list-style-type: none"> ● Potential excellence and significance and impact in scholarship of discovery (research). 	<p>In addition to meeting the criteria for the rank of Assistant Professor these faculty demonstrate:</p> <ul style="list-style-type: none"> ● Excellence in scholarship of discovery (research), which is recognized nationally and leadership in research 	<p>In addition to meeting the criteria for the rank of Associate Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> ● A sustained record of excellence in scholarship of discovery (research) which is recognized nationally/internationally and established leadership in research
Highlighted Bolded Categories (HOP Chapter 3, Section 3.6, Policy 3.6.3)	<p>Examples:</p> <ul style="list-style-type: none"> • Focused area of team or independent research that has the promise for obtaining future extra-mural research funding • Contributes to or conducts own pilot research project(s) • Has applied for and or received intramural or extramural small grant funding • Authors or co-authors published scholarly work from dissertation, post-doctoral research, or related research collaborations in peer-reviewed journals • Authors or co-authors article(s) in non-refereed journals or book chapter(s) in area of research • Presents research papers/posters at local, state and/or regional conferences 	<p>Examples:</p> <ul style="list-style-type: none"> ● Obtains grants or other monies for research or other scholarly activities ● Serves or has served as a co-investigator or principal investigator on at least one extramurally funded research project. ● Strong record of collaboration in research with colleagues ● Presents research and scholarly findings at professional meetings <ul style="list-style-type: none"> ○ Invited to present research at national conferences ● Strong record of publication of research and databased articles in focused field of research in peer reviewed journals, including top-tiered nursing research, nursing specialty, and interdisciplinary journals <ul style="list-style-type: none"> ○ Authors or co-authors articles in widely disseminated non-refereed journals or book chapters ○ Editor or co-editor of book(s) in area of research or as editor of special topic in nursing or interdisciplinary journal ○ Impact of research publications is demonstrated by citations, published responses/evaluations/reviews ● Research has stimulated work of other researchers or provided new applications in field ● Research has impacted regional/national health practice, education, or policy ● Serves on doctoral students' scholarship committees. ● Serves on Health Science Center research review board committees. ● Demonstrates support of interdisciplinary research. 	<p>Examples:</p> <ul style="list-style-type: none"> ● Recognized for excellence in research by professional or scientific institutions or organizations ● Has sustained record of success in extramurally funded research as a Principal Investigator. <ul style="list-style-type: none"> ○ Leads and mentors extramurally funded research team ● Sustained record of publication of research and data-based articles in focused field of research in peer-reviewed journals, including top-tiered nursing research, nursing specialty, and interdisciplinary journals <ul style="list-style-type: none"> ○ Principal author of scholarly works of exceptional quality that are frequently cited and recognized as major contributions in the field ○ Authors or edits book(s) and/or reports in area of research ● Invited to present keynote or featured presentations at national/international conferences ● Invitations to preside over sessions at national or international professional or scientific meetings. ● Research impacts national/international health practice, education, or policy ● Writes Center grants to develop student and faculty research ● Elected as Fellow of the American Academy of Nursing/ or other Professional National recognition ● Serves as Chair of thesis or dissertation committees ● Sustained recognition as an exemplar scientist outstanding for students and faculty.

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<p>Scholarship of Integration: Scholarship of integration is making creative connectedness across disciplines which results in creating comprehensive intellectual patterns and interpretation and synthesis of knowledge thus shaping a more coherent and integrated use of knowledge that builds reciprocal relationships within a broader context of interdisciplinary partnerships with capacity to respond to multi-focal, complex human problems. (AACN, 1999; Wood et al., 1998; Hofmeyer, et al., 2007; Saltmarsh et al., 2009). Integrative scholarship includes multiple interdisciplinary relationships that encompasses reciprocal research, teaching, and community engaged service/practice with organizations at the local regional, national and global levels. Impact of such reciprocal cooperation include project development and programs, publications, presentations, funding, and health policy.</p>			
UT HEALTH SA-SON	CLINICAL ASSISTANT PROFESSOR	CLINICAL ASSOCIATE PROFESSOR	CLINICAL PROFESSOR
Integration Scholarship	<p>These faculty demonstrate:</p> <ul style="list-style-type: none"> • Potential to develop cross disciplinary at local level with areas of expertise 	<p>In addition to meeting the criteria for the rank of Assistant Professor without Tenure, these faculty demonstrate:</p> <ul style="list-style-type: none"> • Regional and emerging National 	<p>In addition to meeting the criteria for the rank of Associate Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> • National/ International
Highlighted Bolded Categories (HOP Chapter, Section Policy)	<p>Examples:</p> <ul style="list-style-type: none"> • Focused area of community development projects • Interdisciplinary work with HSC • Teaching partnerships • Research projects • Integration • Community Development 	<p>Examples:</p> <ul style="list-style-type: none"> • Obtains funding for interdisciplinary research project teaching • Funding • Serves or has served • Emerging Teaching partnerships • Research projects • Integration • Presentation • Regional and emerging National Level 	<p>Examples:</p> <ul style="list-style-type: none"> • Recognized for teaching excellence • Funding • Emerging Teaching partnerships • Research projects • Integration • Presentation • National/ International Level

Figure 1 School of Nursing PTAC Process



* Vice Dean for Faculty Excellence