

UTHSCSA SCHOOL OF NURSING FACULTY HANDBOOK

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| Chapter 3: Promotion and Tenure | Effective: June 04, 2021 |
| Section 3.4.8 SON Non-Tenure Education Track Criteria | Revised/Reviewed: Review PTAC 2020-21 |
| | Responsibility: Office for Faculty Excellence |
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TITLE: EDUCATION FOCUS

The role of the faculty member at UT Health SA, is to contribute to the school’s mission by advancing the science of nursing through scholarship as a team member or independent investigator, as evidenced by a program of scholarship that systematically advances, in one of the following areas: teaching, application/ service/ practice, and integration through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed....” (AACN, 1999, p. 3). Advancement in Track I is determined by progressive significance and impact of the scholarship, which receives national or international recognition. (All faculty members are expected to demonstrate excellence in teaching and progressive contributions in service.) Examples of evidence that might be used to support the significance and impact of the faculty member’s work are listed below. These examples are illustrative only, to document significance and impact. Faculty on the non-tenure track position are expected to demonstrate excellence in at least one of the three areas of academic activity: teaching, application/service/practice. The teaching and teaching excellence will be evaluated for advancement based on performance in their specialized area of expertise. (HOP Chapter 3, Sections 3.6, Policy 3.6.1)

| UT HEALTH SA SON | ASSISTANT PROFESSOR /CLINICAL | ASSOCIATE PROFESSOR/ CLINICAL | PROFESSOR/ CLINICAL |
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| Minimum Criteria | <p>Candidates for the rank of Assistant Professor/Clinical 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. • Declared clinical area* (National Certification is recommended) | <p>Candidates for the rank of Associate Professor/Clinical have demonstrated excellence in a program of scholarship, a, 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/Clinical (if from another institution, documentation of accomplishments will need to be provided.) • Developing reputation that is reflected by peer recognition within the institution • Significant scholarly accomplishments in at least one of the three academic activities: teaching, research and service • National certification or its equivalent, if pertinent | <p>Candidates for the rank of Professor/Clinical with 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/Clinical (if from another institution, documentation of accomplishments will need to be provided.) • 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. • National certification or its equivalent, if pertinent |

(1) Teaching Scholarship

This scholarly approach supports the development of educational environments that embrace diverse learning styles, and increasingly, places the focus of education on the learner (Edgerton, 1997). The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of effective teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling (adapted from AACN, 1999).

| UT HEALTH SA SON | ASSISTANT PROFESSOR/CLINICAL | ASSOCIATE PROFESSOR/CLINICAL | PROFESSOR /CLINICAL |
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| Teaching Scholarship | <p>These faculty are beginning educators, and demonstrate:</p> <ul style="list-style-type: none"> • potential excellence in teaching | <p>In addition to meeting the criteria for the rank of Assistant Professor/Clinical, these faculty demonstrate:</p> <ul style="list-style-type: none"> • excellence in teaching | <p>In addition to meeting the criteria for the rank of Associate Professor/Clinical, these faculty demonstrate:</p> <ul style="list-style-type: none"> • a sustained record of excellence in teaching • and established leadership in education |

**Highlighted
Bolted
Categories
(HOP Chapter 3,
Section 3.6,
Policy 3.6.4**

Examples:

- Develops course materials that reflect state of the science, current research findings and application of evidence to practice
- Demonstrates effective classroom and online/distance education, as evidenced by student evaluations or peer evaluations
- Uses feedback from student and peer evaluations to refine courses, teaching strategies, and/or evaluation methods
- Presents innovations in teaching techniques at local conferences

Examples:

- **Effective teacher as evidenced by mastery of both content and method and documented by student and faculty evaluation**
- **Designed, organizes, coordinates and evaluates a course or series of lectures**
 - Active in program curriculum development and review
 - Develops and actively promotes new learning opportunities and clinical sites for students
- **Recognized as an exemplary scientist or clinician whose teaching activities can be documented as providing an outstanding role model for students.**
 - Involves students in research/scholarly activity or publication
- **Demonstrates effectiveness in the development and/or presentation of continuing education or other professional programs including invited presentations.**
 - Presents innovations in teaching techniques at local or regional conferences in nursing education
- **Is effective as a supervising professor for Doctoral Students.**
- **Participates in student guidance and counseling.**
 - Mentors students in meeting professional goals; evidence of impact on the professional careers of former students
- **Demonstrates innovation in teaching methods and production of texts or educational “software”.**
- Publishes article(s) in peer-reviewed or non-refereed journals or books in area of educational expertise (e.g., innovative teaching techniques, course development, program evaluation, etc.)
- Serves as teaching or curriculum consultant in the local or regional area

Examples:

- **Sustained and outstanding teaching performance of the examples cited for the Associate Professor level.**
 - Receives award(s) for teaching and/or mentoring
- **Leadership through design, organization, coordination, and evaluation of a course or courses (undergraduate, graduate or continuing education); administrative responsibility at the school or department level for curriculum; supervision of staff teaching within a course, department, or school.**
 - Leads major initiative(s) within UT Health SA SON to plan, develop, implement, and evaluate new academic programs/curricula or major program/curricular revision
 - Provides leadership in developing and evaluating interdisciplinary educational programs featuring collaboration of UT Health SA & SON
 - Provides leadership in developing and securing funding for educational/training programs within national or international service-education partnerships, outreach programs, or collaborative
- **Sustained recognition as an exemplary scientist, teacher, or clinician whose activities can be documented as providing an outstanding role model for students.**
 - Mentors postdoctoral fellows and junior faculty members to receive extramural funding projects involving external agencies
- **Invitations as visiting professor at other institutions.**
 - Invited to present in area of expertise at national or international meetings or conferences
 - Invited to serve as visiting professor or educational or curriculum consultant to national or international organizations or educational institutions
- **Publication of educational works in relevant journals.**
 - Record of scholarly publication in peer-reviewed journals and/or books in area of teaching or substantive expertise; authors, co-authors, edits, or co-edits monographs, books, or professional reports in the field of education
 - Participates in task forces/committees producing monographs, books, or professional reports related to teaching or in the field of nursing education
- **Responsibility for student guidance and counseling regarding program planning and general curricular activities, as well as outside of the Health Science Center.**
- Serves on training grant review panels
- Writes grants to develop students and faculty
- Recognized by professional organizations for leadership in educational endeavors.
- Contributions to teaching are being adopted or are affecting teaching programs at other institutions

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, and/or knowledge translation and implementation producing and implementing 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, and projects aiming at knowledge translation, implementation, and dissemination. The scholarship increasingly is interdisciplinary and collaborative in nature, across professional groups and within nursing itself (AACN, 1999).

| UT HEALTH SA-SON | ASSISTANT PROFESSOR/CLINICAL | ASSOCIATE PROFESSOR/CLINICAL | PROFESSOR/CLINICAL |
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| <p>Discovery Scholarship</p> | <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/Clinical 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/Clinical, 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 |
| <p>Highlighted Bolded Categories (HOP Chapter 3, Section 3.6, Policy 3.6.3</p> | <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"> • Demonstrates initiative, independence, and sustained activity in research • Publishes research findings and scholarship papers in professional journals: publications and referee journals are considered more significant • Presents research and scholarly findings at professional meetings <ul style="list-style-type: none"> ○ Invited to present research at national conferences • Obtains grants or other monies for research or other scholarly activities <ul style="list-style-type: none"> ● 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 • Serves on doctoral students' scholarship committees. • Serves on Health Science Center research review board committees. | <p>Examples:</p> <ul style="list-style-type: none"> • Is senior or responsible author of papers published in refereed professional journals or other media (books, paper, etc.) • Receives grants or other monies as a Principal Investigator for research • Invitations to participate at national and international professional or scientific meetings. • Invitations to preside over sessions at national and international professional or scientific institutions or organizations. • Recognition for excellence in research by professional or scientific institutions or organizations. • Serves on doctoral students' scholarship committees. • Serves on Health Science Center research review board committees. |

Section 3.4.8 SON Non-Tenure Education Track Criteria

Service Scholarship: Scholarship is directly related to the clinical specialty of the faculty member and flows directly from professional activity, includes the monitoring professional staff and students, leadership roles in developing practice and the public health, the development of practice standards, and the initiation of grant proposals for the creation of delivery system models to improve access to health care (Boyer, 1990). Internal service refers to service to the institution as a means to conduct institutional business and service to the discipline as a means to maintain disciplinary associations—it supports the internal functioning of the academic profession and higher education as a whole and is tied to the premise of shared governance. External service takes many forms in which the faculty operates in context beyond the campus.

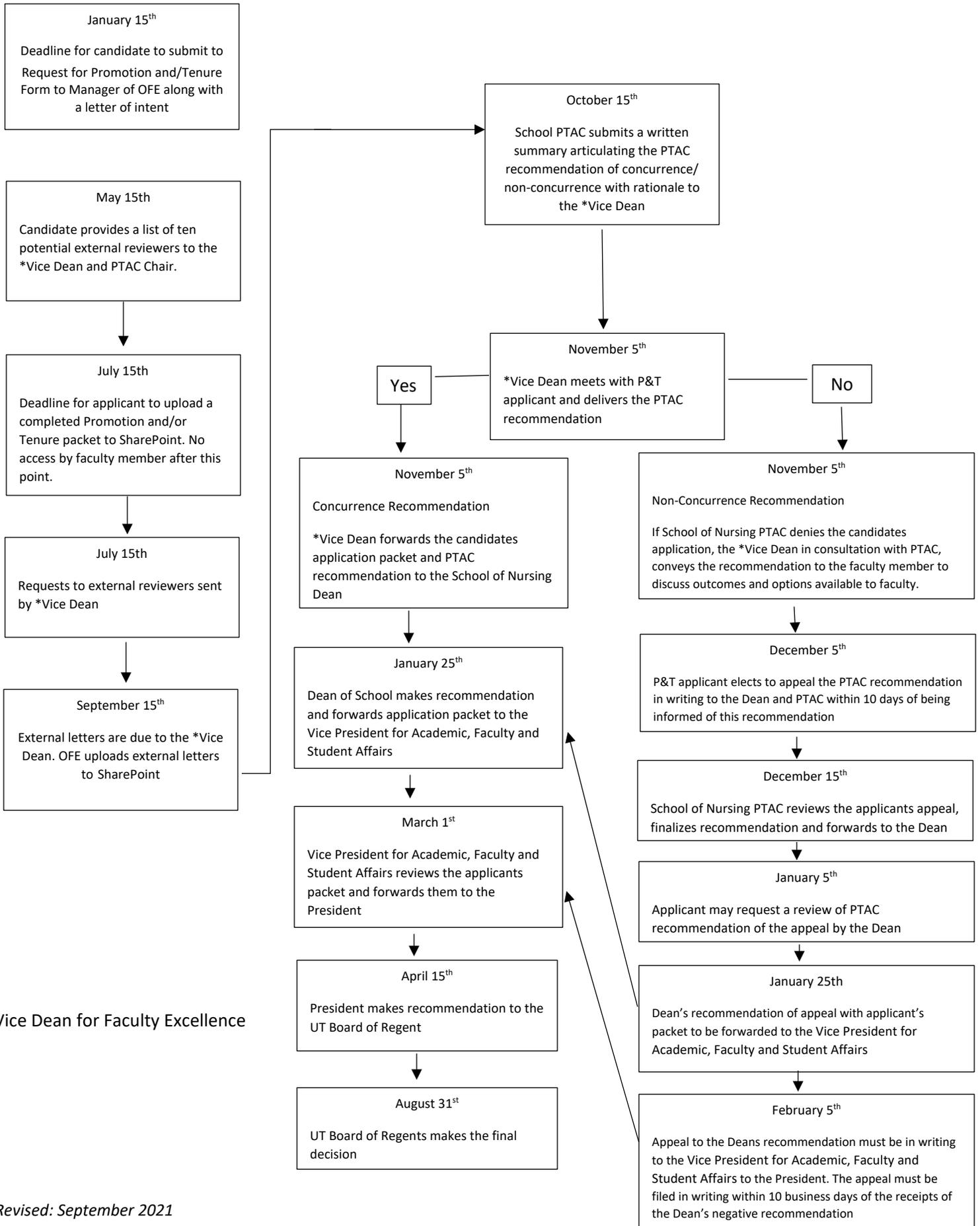
| UT HEALTH SA-SON | ASSISTANT PROFESSOR/CLINICAL | ASSOCIATE PROFESSOR/CLINICAL | PROFESSOR/CLINICAL |
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| <p>Service Scholarship</p> <p>Service to UT Health</p> <p>Science SA University & SON</p> <p>Service to the Profession</p> <p>Service to the Community</p> <p>Highlighted Bolded Categories (HOP Chapter 3, Section 3.6, Policy 3.6.3)</p> | <p>These faculty demonstrate beginning involvement in service, and demonstrate:</p> <ul style="list-style-type: none"> ● Potential for excellence in service <p>Examples:</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 • Engages in professional association membership | <p>In addition to meeting the criteria for the rank of Assistant Professor/Clinical, these faculty demonstrate:</p> <ul style="list-style-type: none"> ● Excellence in service and leadership in service <p>Examples:</p> <ul style="list-style-type: none"> • Provides staff responsibility for a service or specific area of patient care or clinical teaching for which peer recognition can be documented. • Serves as a member of UT Health SA University & SON University committee or task force <ul style="list-style-type: none"> ○ Chairs UT Health SA University & SON committees or task forces • Provides service to the professional or lay community through education, consultations, or other roles. <ul style="list-style-type: none"> ○ Serves as member, officer, chair, or director of regional association, agency, task force committee(s) ○ Leads regional initiatives, programs, services, and policy committees ○ Consults for regional institutions, organizations or media ○ Engages in service contributions that have significant effects on policies or programs of organizations served ○ Organizes regional conferences or workshops • Reviews extramural small-grant proposals for funding <ul style="list-style-type: none"> ○ Reviews extramural grant proposals for funding; ad hoc reviewer at NIH or other national group • Performs a key administrative role in patient care, research, or teaching activities within a department or division • Serves as editorial board member or section editor for research or professional journal(s) • Publishes service-themed articles in peer-reviewed journals or in widely distributed non-refereed media • Presents on service contributions at regional or national conferences or meetings • Provides service as a health educator for the community | <p>In addition to meeting the criteria for the rank of Associate Professor/Clinical, these faculty demonstrate:</p> <ul style="list-style-type: none"> ● A sustained record of excellence in service and established leadership in service <p>Examples:</p> <ul style="list-style-type: none"> • 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 expert by other schools and departments within the Health Science Center and by local, state, regional, or national organizations or institutions. • Senior staff responsibility for a service or specific area of patient care or clinical teaching • 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 • 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 • 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) • 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 |

Section 3.4.8 SON Non-Tenure Education Track Criteria

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| | | | <ul style="list-style-type: none"> • 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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| <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 | ASSISTANT PROFESSOR/CLINICAL | ASSOCIATE PROFESSOR/CLINICAL | PROFESSOR/CLINICAL |
| 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/Clinical 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/Clinical, 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"> • Provides examples of community development and service-learning projects and their focus. • Demonstrates interdisciplinary work with HSC other schools. • Shows consistent pattern of developing teaching partnerships. • Provides examples of interdisciplinary research projects. | <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates emerging recognition for teaching, research, or practice excellence with interdisciplinary partnerships. • Obtains intramural and/or extramural funding for interdisciplinary research projects. • Emerging teaching partnerships. • Serves or has served on HSC interdisciplinary committee(s) • Develops and/or implements research projects. • Conducts interdisciplinary presentations on research, teaching, or practice at regional and emerging national levels. • Engages in interdisciplinary healthcare committees at regional and emerging national levels. | <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates sustained recognition for teaching, research, or practice excellence with interdisciplinary partnerships. • Demonstrates sustained national funding for interdisciplinary research projects. • Demonstrates established teaching partnerships. • Serves or has served in leadership roles on interdisciplinary committee(s) • Sustained development and/or implementation of research projects. • Invited interdisciplinary presentations at the national/international levels on research, teaching, or practice. • Engages in interdisciplinary healthcare committees at national/international levels. |

Figure 1 School of Nursing PTAC Process



* Vice Dean for Faculty Excellence