

**UTHSCSA SCHOOL OF NURSING FACULTY HANDBOOK**

Chapter 3: Promotion and Tenure	Effective: June 04, 2021
Section 3.4.7 SON Tenure Track Criteria	Revised/Reviewed: Review PTAC 2020-21
	Responsibility: Office for Faculty Excellence
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The role of the faculty member at UT Health School of Nursing San Antonio, on a tenure track, 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 two of the following areas: teaching, research, 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 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. To become tenured, faculty must demonstrate value to University/ School of Nursing mission and emerging National reputation, HOP Chapter 3, Sections 3.6, Policy 3.6.1.

UT HEALTH SA-SON	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Minimum 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"> <li>The earned doctorate in nursing or related field is required.</li> <li>Declared clinical area* (National Certification is recommended)</li> </ul>	<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"> <li>Minimum of 3 years in the rank of Assistant Professor (if from another institution, documentation of accomplishments will need to be provided.) National certification or its equivalent, if pertinent</li> </ul>	<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"> <li>Minimum of 3 years as an Associate Professor (if from another institution, documentation of accomplishments will need to be provided.)</li> <li>National certification or its equivalent, if pertinent</li> </ul>

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<p><b>Discovery Scholarship:</b> 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>			
<b>UT HEALTH SA-SON</b>	<b>ASSISTANT PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>Discovery Scholarship</b>	<p>These faculty demonstrate:</p> <ul style="list-style-type: none"> <li>● Potential excellence and significance and impact in scholarship of discovery (research).</li> </ul>	<p>In addition to meeting the criteria for the rank of Assistant Professor these faculty demonstrate:</p> <ul style="list-style-type: none"> <li>● Excellence in scholarship of discovery (research), which is recognized nationally and leadership in research</li> </ul>	<p>In addition to meeting the criteria for the rank of Associate Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> <li>● A sustained record of excellence in scholarship of discovery (research) which is recognized nationally/internationally and established leadership in research</li> </ul>
<b>Highlighted Bolded Categories (HOP Chapter 3, Section 3.6, Policy 3.6.3</b>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Focused area of team or independent research that has the promise for obtaining future extra-mural research funding</li> <li>• Contributes to or conducts own pilot research project(s)</li> <li>• Has applied for and or received intramural or extramural small grant funding</li> <li>• Authors or co-authors published scholarly work from dissertation, post-doctoral research, or related research collaborations in peer-reviewed journals</li> <li>• Authors or co-authors article(s) in non-refereed journals or book chapter(s) in area of research</li> <li>• Presents research papers/posters at local, state and/or regional conferences</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>● <b>Demonstrates initiative, independence, and sustained activity in research</b></li> <li>● <b>Obtains grants or other monies for research or other scholarly activities</b> <ul style="list-style-type: none"> <li>○ Serves or has served as a co-investigator or principal investigator on at least one extramurally funded research project.</li> <li>○ Strong record of collaboration in research with colleagues</li> </ul> </li> <li>● <b>Presents research and scholarly findings at professional meetings</b> <ul style="list-style-type: none"> <li>○ Invited to present research at national conferences</li> </ul> </li> <li>● <b>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</b> <ul style="list-style-type: none"> <li>○ Authors or co-authors articles in widely disseminated in peer-reviewed or non-referred journals or book chapters</li> <li>○ Editor or co-editor of book(s) in area of research or as editor of special topic in nursing or interdisciplinary journal</li> <li>○ Impact of research publications is demonstrated by citations, published responses/evaluations/reviews</li> </ul> </li> <li>● Research has stimulated work of other researchers or provided new applications in field</li> <li>● Research has impacted regional/national health practice, education, or policy</li> <li>● <b>Serves on doctoral students' scholarship committees.</b></li> <li>● <b>Serves on Health Science Center research review board committees.</b></li> <li>● <b>Demonstrates support of interdisciplinary research.</b></li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>● <b>Recognized for excellence in research by professional or scientific institutions or organizations</b></li> <li>● <b>Has sustained record of success in extramurally funded research as a Principal Investigator.</b> <ul style="list-style-type: none"> <li>○ Leads and mentors extramurally funded research team</li> </ul> </li> <li>● <b>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</b> <ul style="list-style-type: none"> <li>○ Principal author of scholarly works of exceptional quality that are frequently cited and recognized as major contributions in the field</li> <li>○ Authors or edits book(s) and/or reports in area of research</li> </ul> </li> <li>● <b>Invited to present keynote or featured presentations at national/international conferences</b></li> <li>● <b>Invitations to preside over sessions at national or international professional or scientific meetings.</b></li> <li>● Research impacts national/international health practice, education, or policy</li> <li>● Writes Center grants to develop student and faculty research</li> <li>● Elected as Fellow of the American Academy of Nursing/ or other Professional National recognition</li> <li>● <b>Serves on doctoral students' scholarship committees.</b></li> <li>● Sustained recognition as an exemplar scientist outstanding for students and faculty.</li> </ul>

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<p><b>Teaching Scholarship:</b> 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).</p>			
UT HEALTH SA-SON	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<p><b>Teaching Scholarship</b></p>	<p>These faculty are beginning educators, and demonstrate:</p> <ul style="list-style-type: none"> <li>● potential for excellence in teaching</li> </ul>	<p>In addition to meeting the criteria for the rank of Assistant Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> <li>● Excellence in teaching</li> <li>● Leadership in education</li> </ul>	<p>In addition to meeting the criteria for the rank of Associate Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> <li>● A sustained record of excellence in teaching</li> <li>● Established leadership recognition in education</li> </ul>
<p><b>Highlighted Bolded Categories (HOP Chapter 3, Section 3.6, Policy 3.6.3)</b></p>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Develops course materials that reflect state of the science, current research findings and application of evidence to practice</li> <li>• Demonstrates effective classroom and online/distance education, as evidenced by student evaluations or peer evaluations</li> <li>• Uses feedback from student and peer evaluations to refine courses, teaching strategies, and/or evaluation methods</li> <li>• Presents innovations in teaching techniques at local conferences</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <b>Effective teacher as evidenced by mastery of both content and method and documented by student and faculty evaluation</b> <ul style="list-style-type: none"> <li>○ Recognized by UT Health SA &amp; SON, professional organizations or other groups for excellence and leadership in teaching</li> <li>○ Sustained record of effective teaching demonstrated by quantitative and qualitative evaluations</li> </ul> </li> <li>• <b>Designs, organizes, coordinates and evaluates a course or series of lectures</b> <ul style="list-style-type: none"> <li>○ Develops, implements, and evaluates innovative teaching techniques that promote critical thinking and independent approaches to student learning</li> <li>○ Demonstrates internal leadership (UT Health SA SON) in planning, implementing, evaluating, reviewing, and revising curricula</li> </ul> </li> <li>• <b>Recognized as an exemplary scientist or clinician whose teaching activities can be documented as providing an outstanding role model for students.</b> <ul style="list-style-type: none"> <li>○ Mentors doctoral students to compete for extramural funding</li> </ul> </li> <li>• <b>Demonstrates effectiveness in the development and/or presentation of continuing education or other professional programs including invited presentations.</b> <ul style="list-style-type: none"> <li>○ Participates in interdisciplinary educational/ training programs within (UT Health SA &amp; SON), and/or locally oriented service-education partnerships, outreach programs, or collaborative</li> </ul> </li> <li>• <b>Participates in student guidance and counseling.</b></li> <li>• <b>Serves on doctoral students' scholarship committees.</b></li> <li>• <b>Serves on Health Science Center research review boards.</b></li> <li>• <b>Demonstrates innovation in teaching methods and production of texts or educational "software".</b></li> <li>• Participates in preparing or leading training grants</li> <li>• Participates in interdisciplinary educational/ training programs within (UT Health SA &amp; SON), and/or locally oriented service-education partnerships, outreach programs, or collaborative projects involving external agencies</li> <li>• Serves as accreditation evaluator or visitor</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <b>Sustained and outstanding teaching performance of the examples cited for the Associate Professor level.</b></li> <li>• <b>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.</b> <ul style="list-style-type: none"> <li>○ Leads major initiative(s) within (UT Health SA SON) to plan, develop, implement, and evaluate new academic programs/curricula or major program/curricular revision</li> <li>○ Provides leadership in developing and evaluating interdisciplinary educational programs featuring collaboration of UT Health SA &amp; SON</li> </ul> </li> <li>• <b>Sustained recognition as an exemplary teacher whose activities can be documented as providing an outstanding role model for students and faculty.</b> <ul style="list-style-type: none"> <li>○ Mentors postdoctoral fellows and junior faculty members to receive extramural funding</li> </ul> </li> <li>• <b>Invitations as visiting professor at other institutions.</b> <ul style="list-style-type: none"> <li>○ Invited to present in area of expertise at national or international meetings or conferences</li> <li>○ Invited to serve as visiting professor or educational or curriculum consultant to national or international organizations or educational institutions</li> </ul> </li> <li>• <b>Publication of educational works in relevant journals.</b> <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> <li>• <b>Responsibility for student guidance and counseling regarding program planning and general curricular activities, as well as outside of the Health Science Center.</b></li> <li>• Provides leadership in developing and securing funding for educational/training programs within national or international service-education partnerships, outreach programs, or collaborative projects involving external agencies</li> <li>• Serves on training grant review panels</li> <li>• Writes grants while engaging students and faculty</li> <li>• Receives award(s) for teaching and/or mentoring</li> <li>• Participates in task forces/committees producing monographs, books, or professional reports related to teaching or in the field of nursing education</li> <li>• Recognized by professional organizations for leadership in educational endeavors.</li> <li>• Contributions to teaching are being adopted or are affecting teaching programs at other institutions</li> </ul>

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<p><b>Service Scholarship:</b> 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. (Guarino, Borden 2017)</p>			
<b>UT HEALTH SA-SON</b>	<b>ASSISTANT PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<p><b>Service Scholarship</b></p> <p>Service to UT Health</p> <p>Science SA University &amp; SON</p> <p>Service to the Profession</p> <p>Service to the Community</p> <p><b>Highlighted Bolded Categories (HOP Chapter 3, Section 3.6, Policy 3.6.3)</b></p>	<p>These faculty demonstrate beginning involvement in service, and demonstrate:</p> <ul style="list-style-type: none"> <li>• Potential for excellence in service</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Serves as member of school, association, agency, committee or task force on a local level</li> <li>• Reviews abstracts for local meetings or conferences</li> <li>• Engages in professional association membership</li> </ul>	<p>In addition to meeting the criteria for the rank of Assistant Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> <li>• Excellence in service and leadership in service</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Shows consistent pattern of contributions to UT Health SA University &amp; SON that increase over time in both quality and scope</li> <li>• Provides leadership, consultation or service on UT Health SA University &amp; SON committees or activities and/or participates in joint planning groups between programs within UT Health SA University &amp; SON <ul style="list-style-type: none"> <li>○ Participates in joint planning groups UT Health SA University &amp; SON departments, divisions, or schools</li> </ul> </li> <li>• Serves as a member of UT Health SA University &amp; SON University committee or task force <ul style="list-style-type: none"> <li>○ Chairs UT Health SA University &amp; SON committees or task forces</li> </ul> </li> <li>• Performs a key administrative role in patient care, research, or teaching activities within a department or division</li> <li>• Provides staff responsibility for a service or specific area of patient care or clinical teaching for which peer recognition can be documented.</li> <li>• Reviews extramural small-grant proposals for funding <ul style="list-style-type: none"> <li>○ Reviews extramural grant proposals for funding; ad hoc reviewer at NIH or other national group</li> </ul> </li> <li>• Provides service to the professional or lay community through education, consultations, or other roles. <ul style="list-style-type: none"> <li>○ Serves as member, officer, chair, or director of regional association, agency, task force committee(s)</li> <li>○ Leads regional initiatives, programs, services, and policy committees</li> <li>○ Consults for regional institutions, organizations or media</li> <li>○ Engages in service contributions that have significant effects on policies or programs of organizations served</li> <li>○ Organizes regional conferences or workshops</li> </ul> </li> <li>• Serves as editorial board member or section editor for research or professional journal(s)</li> </ul>	<p>In addition to meeting the criteria for the rank of Associate Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> <li>• A sustained record of excellence in service and established leadership in service</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Senior staff responsibility for a service or specific area of patient care or clinical teaching</li> <li>• 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"> <li>○ Assumes key leadership positions within UT Health SA University &amp; SON University</li> <li>○ Spearheads major initiatives within UT Health SA University &amp; SON University</li> </ul> </li> <li>• Recognition as an expert by other schools and departments within the Health Science Center and by local, state, regional, or national organizations or institutions.</li> <li>• Sustained recognition as an exemplary clinician whose activities can be documented as providing an outstanding role model for community and profession.</li> <li>• Serves on editorial boards of professional or scientific journals. <ul style="list-style-type: none"> <li>○ Serves as editor or chair of editorial board for research or professional journal(s)</li> <li>○ Sustained record of reviewing articles for professional or research journal(s)</li> </ul> </li> <li>• Serves as an officer or committee chair in professional or scientific organizations. <ul style="list-style-type: none"> <li>○ Elected or appointed to leadership positions in national or international scientific organizations or professional societies</li> </ul> </li> <li>• Consultant to, or serves on, government review committees, study sections, or other national review panels. <ul style="list-style-type: none"> <li>○ Sustained record of service on review panels and/or study sections of national or international research funding organizations</li> <li>○ Participates in leading national or international panel(s) for research or professional priority setting</li> <li>○ Takes leadership role in national or international health care initiatives, programs, services, and policy committees that are concerned with professional issues</li> <li>○ Consults for national or international institutions, organizations or media</li> </ul> </li> <li>• Election to responsible positions on civic boards or organizations concerned with health care issues at the local state, regional, national, or international levels.</li> <li>• Presents on service contributions at national or international conferences or meetings</li> <li>• Service activities have led to improved health care delivery or education, or significant impact on health at national or international level</li> </ul>

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		<ul style="list-style-type: none"><li>• Publishes service-themed articles in peer-reviewed journals or in widely distributed non-refereed media</li><li>• Presents on service contributions at regional or national conferences or meetings</li></ul>	
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<p><b>Scholarship of Integration:</b> 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>			
<b>UT HEALTH SA-SON</b>	<b>ASSISTANT PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>Integration Scholarship</b>	<p>These faculty demonstrate:</p> <ul style="list-style-type: none"> <li>● Potential to develop cross disciplinary at local level with areas of expertise</li> </ul>	<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"> <li>● Regional and emerging National</li> </ul>	<p>In addition to meeting the criteria for the rank of Associate Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> <li>● National/ International</li> </ul>
<b>Highlighted Bolded Categories (HOP Chapter, Section Policy)</b>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>● Provides examples of community development and service learning projects and their focus.</li> <li>● Demonstrates interdisciplinary work with HSC other schools.</li> <li>● Shows consistent pattern of developing teaching partnerships.</li> <li>● Provides examples of interdisciplinary research projects.</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>● Demonstrates emerging recognition for teaching, research, or practice excellence with interdisciplinary partnerships.</li> <li>● <b>Obtains intramural and/or extramural funding for interdisciplinary research projects.</b></li> <li>● Emerging teaching partnerships.</li> <li>● Serves or has served on HSC interdisciplinary committee(s)</li> <li>● Develops and/or implements research projects.</li> <li>● Conducts interdisciplinary presentations on research, teaching, or practice at regional and emerging national levels.</li> <li>● Engages in interdisciplinary healthcare committees at regional and emerging national levels.</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>● Demonstrates sustained recognition for teaching, research, or practice excellence with interdisciplinary partnerships.</li> <li>● Demonstrates sustained national funding for interdisciplinary research projects.</li> <li>● Demonstrates established teaching partnerships.</li> <li>● Serves or has served in leadership roles on interdisciplinary committee(s)</li> <li>● <b>Sustained development and/or implementation of research projects.</b></li> <li>● Invited interdisciplinary presentations at the national/international levels on research, teaching, or practice.</li> <li>● Engages in interdisciplinary healthcare committees at national/international levels.</li> </ul>

# Figure 1 School of Nursing PTAC Process

