

UTHSCSA SCHOOL OF NURSING FACULTY HANDBOOK

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 on (a)13.ae on0O (s)-lambI 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

Highlighted
Bolded
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

Example s:

- 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.

publication

- Demonstrates effectiveness in the development and/or presentation of continuing education or other professional programs including invited presentatent/9(s)6 (t)20h3g 251.04 430.32 248.161 10.32 re f ont

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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Discovery Scholarship	<p>These faculty demonstrate: " 3 R W H Q W L D O H [F H O O H Q F H D Q G scholarship of discovery (research).</p> <p>In addition to meeting the criteria for the rank of Assistant Professor/Clinical these faculty demonstrate: " ([F H O O H Q F H L Q V F K R O D U V K L S R I G L V F R Y H U \ U H V H D U F K Z K L F K L V</p>		
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Highlighted Bolded Categories (HOP Chapter 3, Section 3.6, Policy 3.6.3

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 activities have led to improved health care delivery or education, or significant impact on health at national or international level

