

UTHSCSA SCHOOL OF NURSING FACULTY HANDBOOK

Chapter 3: Promotion and Tenure	Effective:
Section 3.4.8 SON Non-Tenure Education Track Criteria	Revised/Reviewed: September 22, 2017
	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 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
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"> • 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 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 • 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 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 • 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
<p>(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).</p>			

Section 3.4.8 SON Non-Tenure Education Track Criteria

UT HEALTH SA SON	ASSISTANT PROFESSOR/CLINICAL	ASSOCIATE PROFESSOR/CLINICAL	PROFESSOR /CLINICAL
<p>Teaching Scholarship</p>	<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, 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, these faculty demonstrate:</p> <ul style="list-style-type: none"> • a sustained record of excellence in teaching • and established leadership in education
<p>Highlighted Bolded Categories (HOP Chapter 3, Section 3.6, Policy 3.6.4)</p>	<p>Examples:</p> <ul style="list-style-type: none"> • 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 	<p>Examples:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ 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 	<p>Examples:</p> <ul style="list-style-type: none"> • Sustained and outstanding teaching performance of the examples cited for the Associate Professor level. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ Mentors postdoctoral fellows and junior faculty members to receive extramural funding projects involving external agencies • Invitations as visiting professor at other institutions. <ul style="list-style-type: none"> ○ Invited to present in area of expertise at national or international meetings or conferences <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ 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

