3.4.9 SON Non-Tenure Research Track Criteria

TITLE: RESEARCH FOCUS

Research Track
The role of the research faculty, a non-tenure learning track, is to contribute to the school's research mission in one of two ways, as an independent investigator or as a methodological consultant/collaborator on other UT Health SA, SON faculty research programs as evidenced by either an independent program of research or methodological expertise, extramural or intramural research funding, or scholarly publications on data-based research and research methods. Advancement is determined by progressive significance and impact of the faculty member's program of research or methodological area, 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. The research and scholarship will be evaluated for advancement based on performance in their specialized area of scholarship expertise. (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.

<table>
<thead>
<tr>
<th>UT HEALTH SA</th>
<th>ASSISTANT PROFESSOR/ RESEARCH</th>
<th>ASSOCIATE PROFESSOR/ RESEARCH</th>
<th>PROFESSOR/ RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SON</td>
<td>Candidates for the rank of Assistant Professor/Research usually have a doctoral degree and are beginning investigators who have expertise in a substantive research or methodological area and have demonstrated creativity and promise in their early research.</td>
<td>Candidates for the rank of Associate Professor/Research have a doctoral degree in a research-related field and have demonstrated excellence in research or methodological expertise. They have received local or regional recognition, and are developing national recognition for the significance and impact of their work.</td>
<td>Candidates for the rank of Professor/Research are senior investigators or methodologists with a sustained record of excellence in their program of research or methodological expertise, who have attained national and international recognition for the significance and impact of their work.</td>
</tr>
<tr>
<td>Research Scholarship</td>
<td>These faculty demonstrate: ● potential excellence and potential significance and impact of their work.</td>
<td>In addition to meeting the criteria for the rank of Assistant Professor/Research, these faculty demonstrate: ● Minimum of 3 years in the rank of Assistant Professor/Research ● Excellence in research or methodological area and leadership in research or methodological area</td>
<td>In addition to meeting the criteria for the rank of Associate Professor/Research, these faculty demonstrate: ● Minimum of 3 years as an Associate Professor/Research ● A sustained record of excellence in research or methodological area and established leadership in research or methodological area</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Methodological Consultant / Collaborator</td>
<td>Independent Investigator</td>
<td>Methodological Consultant / Collaborator</td>
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<td>Of Discovery</td>
<td>Examples:</td>
<td>Examples:</td>
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<td></td>
<td>• Focused area of methodological expertise that has promise for obtaining future extramural support.</td>
<td>• Focused area of research that has promise for obtaining future extramural support</td>
<td>• Collaborates in developing and writing intramural and extramural research funding applications</td>
</tr>
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<td></td>
<td>• Potential to provide consultation to faculty, students or nursing staff based on expertise in a defined area of research design, measurement or statistics.</td>
<td>• Potential to provide consultation to faculty, students, or nursing staff based on expertise in a defined area of research.</td>
<td>• Mentors junior faculty, students or nursing staff in a defined methodological area, e.g., research design, measurement or statistics.</td>
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<td></td>
<td>• Potential to participate in developing intramural or extramural research funding applications.</td>
<td>• Potential to participate in developing intramural or extramural research funding applications.</td>
<td>• Co-investigator on funded studies</td>
</tr>
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<td></td>
<td>• Co-author of peer-reviewed research related publications.</td>
<td>• Co-authors or first author of peer-reviewed research-related publications, books, reports, monographs, etc.</td>
<td>• Participates in local, regional, and national research presentations or workshop sessions on design, measurement or statistics.</td>
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<tr>
<td></td>
<td>• Co-author of non-refereed articles/chapters in journals, books, reports, monographs, etc.</td>
<td>• Participates in local or regional research presentations or workshop sessions on own research.</td>
<td>• Collaborates in developing School sponsored local and regional research presentations or workshop sessions.</td>
</tr>
<tr>
<td></td>
<td>• Participates in local or regional research presentations or workshop sessions on research design, measurement or statistics.</td>
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<td>• Serves as methodology reviewer for internal or external research funding applications.</td>
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<td>• Receives local/regional recognition as a methodologist through awards, invited papers, lectures.</td>
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</table>
**3.4.9 SON Non-Tenure Research Track Criteria**

**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).

<table>
<thead>
<tr>
<th>UT HEALTH SA SON</th>
<th>ASSISTANT PROFESSOR/RESEARCH</th>
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<th>PROFESSOR/RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highlighted Bolded Categories (HOP Chapter 3, Section 3.6, Policy 3.6.4)</strong></td>
<td></td>
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</tr>
<tr>
<td>Teaching Scholarship</td>
<td>These faculty are beginning educators, and demonstrate:</td>
<td>In addition to meeting the criteria for the rank of Assistant Professor/Research, these faculty demonstrate:</td>
<td>In addition to meeting the criteria for the rank of Associate Professor/Research, these faculty demonstrate:</td>
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<tr>
<td></td>
<td>• potential excellence in teaching</td>
<td>• excellence in teaching</td>
<td>• a sustained record of excellence in teaching</td>
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<td>Examples:</td>
<td>Examples:</td>
<td>and established leadership in education</td>
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<td>• develops course materials that reflect state of the science, current research findings and application of evidence to practice</td>
<td>• Effective teacher as evidenced by mastery of both content and method and documented by student and faculty evaluation</td>
<td>• Effective and outstanding teaching performance of the examples cited for the Associate Professor level.</td>
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<td></td>
<td>• Demonstrates effective classroom and online/distance education, as evidenced by student evaluations or peer evaluations</td>
<td>• Designed, organizes, coordinates and evaluates a course or series of lectures</td>
<td>o Receives award(s) for teaching and/or mentoring</td>
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<td></td>
<td>• Uses feedback from student and peer evaluations to refine courses, teaching strategies, and/or evaluation methods</td>
<td>• Demonstrates effectiveness in the development and/or presentation of continuing education or other professional programs including invited presentations.</td>
<td>• 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.</td>
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<td></td>
<td>• Presents innovations in teaching techniques at local conferences</td>
<td>o Provides leadership in developing and evaluating interdisciplinary educational programs featuring collaboration of UT Health SA &amp; SON</td>
<td>o Leads major initiative(s) within UT Health SA SON to plan, develop, implement, and evaluate new academic programs/courses or major program/curricular revision</td>
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<td></td>
<td>o Involves students in research/scholarly activity or publication</td>
<td>o Provides leadership in developing and securing funding for educational/training programs within national or international service-education partnerships, outreach programs, or collaborative initiatives.</td>
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<tr>
<td></td>
<td></td>
<td>• Demonstrates effectiveness in the development and/or presentation of continuing education or other professional programs including invited presentations.</td>
<td>o Invited to serve as visiting professor or educational or curriculum consultant at national or international organizations or educational institutions</td>
</tr>
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<td></td>
<td></td>
<td>o Presents innovations in teaching techniques at local or regional conferences in nursing education</td>
<td>o Mentors postdoctoral fellows and junior faculty members to receive extramural funding projects involving external agencies</td>
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<td></td>
<td>• Is effective as a supervising professor for Doctoral Students.</td>
<td>• Invitations as visiting professor at other institutions.</td>
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<td></td>
<td>• Participates in student guidance and counseling.</td>
<td>o Invited to present in area of expertise at national or international meetings or conferences</td>
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<td></td>
<td></td>
<td>o Mentors students in meeting professional goals; evidence of impact on the professional careers of former students</td>
<td>o Invited to serve as visiting professor or educational or curriculum consultant at national or international organizations or educational institutions</td>
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<tr>
<td></td>
<td></td>
<td>• Demonstrates innovation in teaching methods and production of texts or educational “software”.</td>
<td>• Publication of educational works in relevant journals.</td>
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<td></td>
<td>o Record of scholarly publication in peer-reviewed journals and/or books in area of teaching or substantive expertise; authors, co-authors, editors, or co-edits monographs, books, or professional reports in the field of education</td>
</tr>
</tbody>
</table>

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### 3.4.9 SON Non-Tenure Research Track Criteria

- 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.
- Serves on doctoral students' scholarship committees.
- Serves on Health Science Center research review board committees.
- 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.
- Serves on doctoral students' scholarship committees.
- Serves on Health Science Center research review board committees.

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### 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.

<table>
<thead>
<tr>
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<th>PROFESSOR/RESEARCH</th>
</tr>
</thead>
</table>
| Service Scholarship | These faculty demonstrate beginning involvement in service, and demonstrate:  
- Potential for excellence in service, and leadership in service | In addition to meeting the criteria for the rank of Assistant Professor/Research, these faculty demonstrate:  
- Excellence in service and leadership in service | In addition to meeting the criteria for the rank of Associate Professor/Research, these faculty demonstrate:  
- A sustained record of excellence in service and established leadership in service |
| Service to UT Health Science SA University & SON | Examples:  
- 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 | Examples:  
- 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  
- Provides service to the professional or lay community through education, consultations, or other roles.  
  - Serves as member, officer, chair, or director of regional association, agency, task force committee(s)  
  - Leads regional initiatives, programs, services, and policy committees  
  - Provides service contributions that have significant effects on policies or programs of organizations served  
  - Organizes regional conferences or workshops | Examples:  
- 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).  
  - 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.  
  - 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 |
| Service to the Profession | | | |
| Service to the Community | | | |
| Highlighted Bolded Categories (HOP Chapter 3, Section 3.6, Policy 3.6.3) | | | |
3.4.9 SON Non-Tenure Research Track Criteria

<table>
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<th>PROFESSOR/RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration</td>
<td>These faculty demonstrate:</td>
<td>In addition to meeting the criteria for the rank of Assistant Professor/Research without Tenure, these faculty demonstrate:</td>
<td>In addition to meeting the criteria for the rank of Associate Professor/Research, these faculty demonstrate:</td>
</tr>
<tr>
<td>Scholarship</td>
<td>● Potential to develop cross disciplinary at local level with areas of expertise</td>
<td>● Regional and emerging National</td>
<td>● National/ International</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Highlighted Bolded Categories (HOP Chapter, Section Policy)</th>
<th>Examples:</th>
<th>Examples:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Provides examples of community development and service-learning projects and their focus.</td>
<td>• Demonstrates emerging recognition for teaching, research, or practice excellence with interdisciplinary partnerships.</td>
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<tr>
<td></td>
<td>• Demonstrates interdisciplinary work with HSC other schools.</td>
<td>Obtains intramural and/or extramural funding for interdisciplinary research projects.</td>
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<td></td>
<td>• Shows consistent pattern of developing teaching partnerships.</td>
<td>Emerging teaching partnerships.</td>
</tr>
<tr>
<td></td>
<td>• Provides examples of interdisciplinary research projects.</td>
<td>Serves or has served on HSC interdisciplinary committee(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples:</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates emerging recognition for teaching, research, or practice excellence with interdisciplinary partnerships.</td>
<td>• Demonstrates sustained recognition for teaching, research, or practice excellence with interdisciplinary partnerships.</td>
</tr>
<tr>
<td>• Obtains intramural and/or extramural funding for interdisciplinary research projects.</td>
<td>• Demonstrates sustained national funding for interdisciplinary research projects.</td>
</tr>
<tr>
<td>Emerging teaching partnerships.</td>
<td>• Demonstrates established teaching partnerships.</td>
</tr>
<tr>
<td>Serves or has served on HSC interdisciplinary committee(s)</td>
<td>• Serves or has served in leadership roles on interdisciplinary committee(s)</td>
</tr>
<tr>
<td>Develops and/or implements research projects.</td>
<td>• Sustained development and/or implementation of research projects.</td>
</tr>
<tr>
<td>Conducts interdisciplinary presentations on research, teaching, or practice at regional and emerging national levels.</td>
<td>• Invited interdisciplinary presentations at the national/international levels on research, teaching, or practice.</td>
</tr>
<tr>
<td>Engages in interdisciplinary healthcare committees at regional and emerging national levels.</td>
<td>• Engages in interdisciplinary healthcare committees at national/international levels.</td>
</tr>
</tbody>
</table>
**Figure 1 School of Nursing PTAC Process**

January 15th
Deadline for candidate to submit to Request for Promotion and/Tenure Form to Manager of OFE along with a letter of intent.

May 15th
Candidate provides a list of ten potential external reviewers to the *Vice Dean and PTAC Chair.

July 15th
Deadline for applicant to upload a completed Promotion and/or Tenure packet to SharePoint. No access by faculty member after this point.

July 15th
Requests to external reviewers sent by *Vice Dean.

September 15th
External letters are due to the *Vice Dean. OFE uploads external letters to SharePoint.

October 15th
School PTAC submits a written summary articulating the PTAC recommendation of concurrence/non-concurrence with rationale to the *Vice Dean.

November 5th
Concurrence Recommendation
*Vice Dean forwards the candidates application packet and PTAC recommendation to the School of Nursing Dean.

November 5th
Non-Concurrence Recommendation
*Vice Dean forwards the candidates application packet and PTAC recommendation to the School of Nursing Dean.

January 25th
Dean of School makes recommendation and forwards application packet to the Vice President for Academic, Faculty and Student Affairs.

March 1st
Vice President for Academic, Faculty and Student Affairs reviews the applicants packet and forwards them to the President.

April 15th
President makes recommendation to the UT Board of Regent.

August 31st
UT Board of Regents makes the final decision.

November 5th
*Vice Dean meets with P&T applicant and delivers the PTAC recommendation.

Yes

November 5th
*Vice Dean meets with P&T applicant and delivers the PTAC recommendation.

No

November 5th
*Vice Dean forwards the candidates application packet and PTAC recommendation to the School of Nursing Dean.

December 5th
P&T applicant elects to appeal the PTAC recommendation in writing to the Dean and PTAC within 10 days of being informed of this recommendation.

December 15th
School of Nursing PTAC reviews the applicants appeal, finalizes recommendation and forwards to the Dean.

January 5th
Applicant may request a review of PTAC recommendation of the appeal by the Dean.

January 25th
Dean's recommendation of appeal with applicant's packet to be forwarded to the Vice President for Academic, Faculty and Student Affairs.

February 5th
Appeal to the Deans recommendation must be in writing to the Vice President for Academic, Faculty and Student Affairs to the President. The appeal must be filed in writing within 10 business days of the receipts of the Dean's negative recommendation.

* Vice Dean for Faculty Excellence

Revised: September 2021