

**UTHSCSA SCHOOL OF NURSING FACULTY HANDBOOK**

Chapter 3: Promotion and Tenure	Effective: June 04, 2021
Section 3.4.9 SON Non-Tenure Research Track Criteria	Revised/Reviewed: Review PTAC 2020-2021
	Responsibility: Office for Faculty Excellence
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**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.

UT HEALTH SA SON	ASSISTANT PROFESSOR/ RESEARCH	ASSOCIATE PROFESSOR/ RESEARCH	PROFESSOR/ RESEARCH
	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.	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, a and are developing national recognition for the significance and impact of their work.	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.
<b>Research Scholarship</b>	These faculty demonstrate: <ul style="list-style-type: none"> <li>• potential excellence and potential significance and impact of their work.</li> </ul>	In addition to meeting the criteria for the rank of Assistant Professor/Research, these faculty demonstrate: <ul style="list-style-type: none"> <li>• Minimum of 3 years in the rank of Assistant Professor/Research</li> <li>• Excellence in research or methodological area and leadership in research or methodological area</li> </ul>	In addition to meeting the criteria for the rank of Associate Professor/Research, these faculty demonstrate: <ul style="list-style-type: none"> <li>• Minimum of 3 years as an Associate Professor/Research</li> <li>• A sustained record of excellence in research or methodological area and established leadership in research or methodological area</li> </ul>

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	Methodological Consultant / Collaborator	Independent Investigator	Methodological Consultant / Collaborator	Independent Investigator	Methodological Consultant / Collaborator	Independent Investigator
Scholarship Of Discovery	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Focused area of methodological expertise that has promise for obtaining future extramural support.</li> <li>• Potential to provide consultation to faculty, students or nursing staff based on expertise in a defined area of research design, measurement or statistics.</li> <li>• Potential to participate in developing intramural or extramural research funding applications.</li> <li>• Co-author of peer-reviewed research related publications.</li> <li>• Co-author of non-refereed articles/chapters in journals, books, reports, monographs, etc.</li> <li>• Participates in local or regional research presentations or workshop sessions on research design, measurement or statistics.</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Focused area of research that has promise for obtaining future extramural support</li> <li>• Potential to provide consultation to faculty, students, or nursing staff based on expertise in a defined area of research.</li> <li>• Potential to participate in developing intramural or extramural research funding applications.</li> <li>• Co-authors or first author of peer-reviewed research-related publications, books, reports, monographs, etc.</li> <li>• Participates in local or regional research presentations or workshop sessions on own research.</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Collaborates in developing and writing intramural and extramural research funding applications</li> <li>• Mentors junior faculty, students or nursing staff in a defined methodological area, e.g., research design, measurement or statistics.</li> <li>• Co-investigator on funded studies</li> <li>• Regularly publishes peer-reviewed databased papers as co-author and first author,</li> <li>• Participates in local, regional, and national research presentations or workshop sessions on design, measurement or statistics.</li> <li>• Collaborates in developing School sponsored, local and regional research presentations or workshop sessions.</li> <li>• Serves as methodological reviewer for internal or external research funding applications.</li> <li>• Receives local/regional recognition as a methodologist through awards, invited papers, lectures.</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Develops and submits intramural and extramural research funding applications to support a defined program of research.</li> <li>• Mentors junior faculty, students or nursing staff in a defined program of research or a methodological area.</li> <li>• Serves as principal investigator on funded studies.</li> <li>• Regularly publishes peer-reviewed databased papers as first author and co-author.</li> <li>• Participates in local, regional, and national research presentations/workshop sessions</li> <li>• Collaborates in developing School sponsored, local, and regional research presentations or workshop sessions.</li> <li>• Serves as science reviewer for internal or external research funding applications.</li> <li>• Receives local/regional recognition as a scientist through awards, invited papers, lectures.</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Collaborates with faculty to obtain extramural funding for multiple studies; may possibly obtain extramural funding as principal investigator for methodological investigation.</li> <li>• Mentors junior and senior faculty as well as students and nursing staff in the area of methodological expertise.</li> <li>• Sustained record of publication as coauthor or first author on peer-reviewed research articles, some of which are in top ranked nursing research journals and interdisciplinary journals; serves as first and/or senior author on methodological articles</li> <li>• Collaborates in extramurally funded research with findings that have significant application to basic science, practice, and/or policy.</li> <li>• Receives national recognition as a methodologist through awards, invited papers, lectures.</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Obtains extramural funding as principal investigator for multiple studies which support a defined program of research.</li> <li>• Mentors junior and senior faculty as well as students in scholarship and research endeavors.</li> <li>• Sustained record of publication as first or senior author and coauthor on peer reviewed research articles, some of which are in top-ranked nursing research journals and interdisciplinary journals.</li> <li>• Leads an ongoing program of extramurally funded research with findings that have significant application to basic science, practice, and/or policy</li> <li>• Receives national or international recognition as a scientist through awards, invited papers, lectures.</li> </ul>

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<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).			
UT HEALTH SA SON	ASSISTANT PROFESSOR/RESEARCH	ASSOCIATE PROFESSOR/RESEARCH	PROFESSOR /RESEARCH
<b>Teaching Scholarship</b>	These faculty are beginning educators, and demonstrate: <ul style="list-style-type: none"> <li>● potential excellence in teaching</li> </ul>	In addition to meeting the criteria for the rank of Assistant Professor/Research, these faculty demonstrate: <ul style="list-style-type: none"> <li>● excellence in teaching</li> </ul>	In addition to meeting the criteria for the rank of Associate Professor/Research, these faculty demonstrate: <ul style="list-style-type: none"> <li>● a sustained record of excellence in teaching</li> <li>● and established leadership in education</li> </ul>
<b>Highlighted Bolded Categories (HOP Chapter 3, Section 3.6, Policy 3.6.4)</b>	<b>Examples:</b> <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>	<b>Examples:</b> <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></li> <li>• <b>Designed, organizes, coordinates and evaluates a course or series of lectures</b> <ul style="list-style-type: none"> <li>○ Active in program curriculum development and review</li> <li>○ Develops and actively promotes new learning opportunities and clinical sites for students</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>○ Involves students in research/scholarly activity or publication</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>○ Presents innovations in teaching techniques at local or regional conferences in nursing education</li> </ul> </li> <li>• <b>Is effective as a supervising professor for Doctoral Students.</b></li> <li>• <b>Participates in student guidance and counseling.</b> <ul style="list-style-type: none"> <li>○ Mentors students in meeting professional goals; evidence of impact on the professional careers of former students</li> </ul> </li> <li>• <b>Demonstrates innovation in teaching methods and production of texts or educational “software”.</b></li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• <b>Sustained and outstanding teaching performance of the examples cited for the Associate Professor level.</b> <ul style="list-style-type: none"> <li>○ Receives award(s) for teaching and/or mentoring</li> </ul> </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> <li>○ Provides leadership in developing and securing funding for educational/training programs within national or international service-education partnerships, outreach programs, or collaborative</li> </ul> </li> <li>• <b>Sustained recognition as an exemplary scientist, teacher, or clinician whose activities can be documented as providing an outstanding role model for students.</b> <ul style="list-style-type: none"> <li>○ Mentors postdoctoral fellows and junior faculty members to receive extramural funding projects involving external agencies</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> <li>○ Participates in task forces/committees producing monographs, books, or professional reports related to teaching or in the field of nursing education</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• Serves as teaching or curriculum consultant in the local or regional area</li> <li>• <b>Serves on doctoral students' scholarship committees.</b></li> <li>• <b>Serves on Health Science Center research review board committees.</b></li> </ul>	<ul style="list-style-type: none"> <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>• Serves on training grant review panels</li> <li>• Writes grants to develop students and faculty</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> <li>• <b>Serves on doctoral students' scholarship committees.</b></li> <li>• <b>Serves on Health Science Center research review board committees.</b></li> </ul>
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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.

UT HEALTH SA-SON	ASSISTANT PROFESSOR/RESEARCH	ASSOCIATE PROFESSOR/RESEARCH	PROFESSOR/RESEARCH
<p style="text-align: center;"><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/Research, 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>• <b>Provides staff responsibility for a service or specific area of patient care or clinical teaching for which peer recognition can be documented.</b></li> <li>• <b>Serves as a member of UT Health SA University &amp; SON University committee or task force</b> <ul style="list-style-type: none"> <li>○ Chairs UT Health SA University &amp;SON committees or task forces</li> </ul> </li> <li>• <b>Provides service to the professional or lay community through education, consultations, or other roles.</b> <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> </ul>	<p>In addition to meeting the criteria for the rank of Associate Professor/Research, 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>• <b>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).</b> <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>• <b>Recognition as an expert by other schools and departments within the Health Science Center and by local, state, regional, or national organizations or institutions.</b></li> <li>• <b>Senior staff responsibility for a service or specific area of patient care or clinical teaching</b></li> <li>• <b>Consultant to, or serves on, government review committees, study sections, or other national review panels.</b> <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> </ul> </li> </ul>

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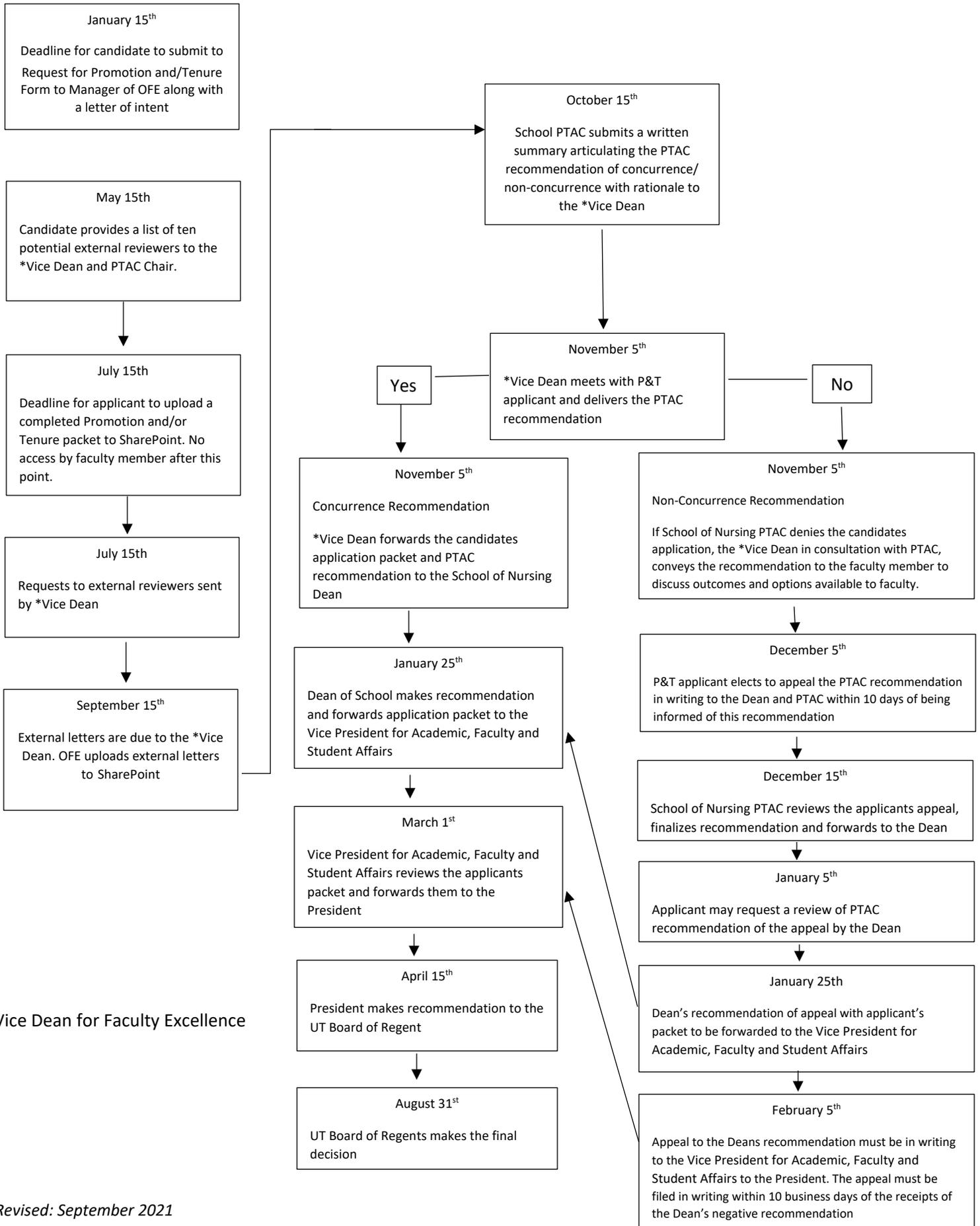
		<ul style="list-style-type: none"> <li>• <b>Reviews extramural small-grant proposals for funding</b> <ul style="list-style-type: none"> <li>○ Reviews extramural grant proposals for funding; ad hoc reviewer at NIH or other national group</li> </ul> </li> <li>• <b>Performs a key administrative role in patient care, research, or teaching activities within a department or division</b></li> <li>• Serves as editorial board member or section editor for research or professional journal(s)</li> <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> <li>• <b>Provides service as a health educator for the community</b></li> </ul>	<ul style="list-style-type: none"> <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> <li>• <b>Serves as an officer or committee chair in professional or scientific organizations.</b> <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>• <b>Serves on editorial boards of professional or scientific journals.</b> <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>• <b>Election to responsible positions on civic boards or organizations concerned with health care issues at the local state, regional, national, or international levels.</b></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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<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/RESEARCH</b>	<b>ASSOCIATE PROFESSOR/RESEARCH</b>	<b>PROFESSOR/RESEARCH</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/Research 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/Research, these faculty demonstrate:</p> <ul style="list-style-type: none"> <li>● National/ International</li> </ul>

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<p><b>Highlighted Bolded Categories (HOP Chapter, Section Policy)</b></p>	<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. <b>Obtains intramural and/or extramural funding for interdisciplinary research projects.</b> 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.</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>
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# Figure 1 School of Nursing PTAC Process



\* Vice Dean for Faculty Excellence