The SHS mission is to partner with the community to develop graduates who demonstrate competence, wisdom, character, and leadership. Scholarship informs the practice of faculty in preparing students to fulfill this mission. Scholarship activities are integral to the progressive improvement of the discipline of nursing. The faculty of the School of Health Sciences recognizes the importance of identifying and supporting faculty participation in scholarly activities. This document describes the types of activities identified as scholarship for faculty in the School of Health Sciences and the expectations for scholarly production.

I. Types of Scholarship
   A. Discovery
      This encompasses all aspects of research and investigation. It is the pursuit of knowledge through original research that contributes to the general knowledge and clinical practice of the nursing profession.

   B. Teaching
      This involves planning, assessing, and modifying one’s teaching and applying to it the same exacting standards of evaluation that are common to research. The scholarship of teaching reflects the nature, values, fundamental concepts, and modes of inquiry specific to the discipline of nursing and health; considers learning assessment and outcomes and responds to the need for continuous improvement resulting from reflection and inquiry. It communicates new questions and knowledge about teaching and learning.

   C. Practice (Application)
      Scholarship for clinicians in practice can be focused on knowledge generation, cross-discipline collaboration, interdisciplinary collaboration within and across education and practice sites, volunteer service in community orientations that require professional expertise, a mentor experience between the clinical expert and the novice nurse, and the design of cutting-edge models of nursing practice.

   D. Integration
      By connecting knowledge and discovery into larger patterns and contexts, and creating new perspectives, the scholarship of integration may transcend disciplinary boundaries to give meaning to isolated facts. Integration is particularly important in nursing as nursing is an applied science whose members work in interdisciplinary teams and in the public arena establishing policies to promote the health of the community.

II. Evidence of Scholarship
   A. Standards for Scholarly Work
      Faculty in the School of Health Sciences teach in both the undergraduate and graduate programs. Graduate and undergraduate credit loads change from year to year. Therefore,
the expectations for scholarship are not differentiated across programs. In addition, professional requirements for maintaining expertise in clinical practice should also be acknowledged as scholarly application.

Productive collaboration with peers within and outside the University is highly valued as evidenced by co-authorship, which is historically prevalent in nursing literature. Co-authorship involving a mentoring role with junior faculty or with students is equally valued.

The scholarly work presented by the faculty, whether that of discovery, teaching, practice (application), or integration, will satisfy the following criteria:

1. Clear goals
2. Adequate preparation
3. Appropriate methods
4. Significant results
5. Effective presentation
6. Reflective critique
7. Public dissemination
8. Peer reviewed

Articles, books, and book chapters that have undergone peer or editorial review prior to publication are considered to have met the standard of scholarly work. Other scholarly products as noted below will be expected to meet this standard. The faculty member will be expected to show how his or her activities meet the criteria for scholarly work and to demonstrate how the activities enhance the learning environment.

B. Evidence of Scholarly Work

Evidence of scholarly products may include, but is not limited to the following peer reviewed products:

1. Publications and presentations:
   a. Publication in refereed journals, monographs, on-line publication
   b. Peer reviewed abstracts for oral and poster presentation
   c. Books, book chapters, and monographs
   d. Position papers and white papers

   **Examples:**
   - Research into innovative strategies of teaching and learning
   - Research into effective health interventions
   - Promotion of health through public education, media, presentations, or community projects with subsequent evaluation of the effectiveness of such programs.

2. Grants: funded grants preferred, but submissions acceptable

   **Example:**
   - Collaborative activities that seek funding to improve teaching, practice, and the delivery of health services.
3. Clinical Expertise  
   a. Certification: national verification of expertise  
   b. Clinical practice when required to maintain certification. Clinical practices undergo continuous and rigorous peer review of the standard of care by supervisors and physicians.

   **Examples:**
   - Demonstration and dissemination of the faculty member’s clinical expertise, research knowledge, and teaching experience in the use of inquiry, reflection, critical thinking, and inference in clinical practice settings.
   - Innovative models of practice and delivery of health care
   - Practice strategies that improve outcomes for population served
   - Quality improvement strategies
   - Innovative organizational strategies derived through consultation and collaboration, that improve both the practice of nursing, the health care environment, and the lived experiences of nurses, care-givers, patients, and the community
   - Practice of clinical expertise through professional services in the community, in health care agencies, community centers, churches, and with special populations.

   c. Consultation  
   **Examples:**
   - Utilization, documentation, and dissemination of research findings in practice settings with students and with other professionals that directly influence clinical practice.
   - Collaborative development of health policy and legislation impacting nursing, health, education, and the clients served.

III. Trajectory

A. Ongoing Expectations  
   **Full-time Faculty not on a Tenure-Track:** Faculty members not on a tenure track are expected to produce on average one scholarly product as exemplified on the list every three years.

   **Faculty on Tenure-Track:** Faculty members on a tenure track are expected to produce on average one scholarly product as exemplified on the list every two years.

B. Specific Criteria for Tenure and Promotion  
While the following statements describe requirements for particular promotion steps, scholarly production is important across the career of the faculty member. For the purposes of tenure or promotion to Associate Professor, the faculty member is expected to present evidence of a minimum of one scholarly product. For the purposes of advancement to Full Professor, a faculty member is expected to present evidence of a minimum of three scholarly products, at least two of which must have been completed since promotion to Associate Professor.