

Seattle Pacific University
School of Health Sciences
Lydia Green Nursing Program
Statement on Scholarship: A Living Document
Revised 1/3/14 Final DRAFT

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. Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing 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 through various methods. 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.

(Recommendations for scholarship modified from AACN: Defining Scholarship for the Discipline of Nursing <http://www.aacn.nche.edu/publications/position/defining-scholarship#.UoZTmOKYitQ.gmail>)

I. Types of Scholarship

A. Discovery

The scholarship of discovery is inquiry and the pursuit of knowledge through original research that contributes to the general knowledge or clinical practice of the nursing profession. The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis.

B. Teaching

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, learning, and pedagogy. The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

C. Practice (Application)

The scholarship of practice in nursing is a critical component in the advancement of clinical knowledge in the discipline. Practice scholarship encompasses all aspects of the delivery of nursing service in solving health care problems for individuals and communities. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator. Models through which the scholarship of practice may be accomplished include structural typologies for practice such as joint appointments with external agencies, cross-discipline collaboration, and faculty development; faculty role approaches such as interdisciplinary collaboration within and across education and practice sites, a mentor experience between the clinical

expert and the novice nurse, and consulting; specialty practice arrangements encompassing all types of clinical expertise in nursing and certification (national verification of expertise); and administrative approaches, such as volunteer, collaborative, revenue-generating, and contractual service models. Practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care delivery models.

D. Integration

The scholarship of integration refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. 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 and bring new insight to original concepts and research. Works that would be recognized in the scholarship of integration in nursing include interfaces between nursing and a variety of disciplines. Integrative reviews of the literature, analysis of health policy, development of interdisciplinary educational programs and service projects, studies of systems in health care, original interdisciplinary research, and integrative models or paradigms across disciplines are examples of the scholarship of integration.

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. 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.

B. Evidence of Scholarly Work

The principle products listed below exemplify those activities that are required for the normative progression of a developing scholar. These primary forms of scholarship are deemed the most widely recognized forms of scholarship and are peer-reviewed. The secondary products are also important as evidence of scholarly activity and provide additional documentation or dissemination of scholarship within the discipline. The faculty member will be expected to show how his or her activities meet the criteria for scholarly work.

Primary Scholarship Products:

1. Publication in refereed journals, monographs, on-line publication
2. Books, book chapters, and monographs
3. Position papers, white papers, and policy papers
4. Grant awards in support of research, scholarship, or practice
5. Design of outcome studies or evaluation/assessment programs.

Secondary Scholarship Products:

1. Presentations at regional, national, or international meetings. These may be oral or poster presentations.
2. Articles submitted for publications that are not as rigorously reviewed. May include professional newsletters or publications, or articles written for consumers.
3. Invited presentations for professional meetings where proceedings are not published.
4. Relevant professional activity including clinical practice to maintain certification, certification as national verification of expertise, or other specialty credentials.
5. State, regional, national, or international recognition as a scholar in an identified area, as a master teacher, or as a master practitioner.
6. Reports compiling and analyzing patient or health services outcomes, clinical demonstration projects, service projects, or meta-analyses related to practice problems.
7. Products, patents, license copyrights.

III. Trajectory

The School of Health Sciences recognizes the need for scholarly work, service to the profession, and the unique requirements for faculty teaching in a clinical profession. Therefore, the following are the requirements for promotion and tenure in the SHS:

A. Ongoing Expectations

1. Regular Faculty not on a Tenure-Track (full time and part time):

Faculty members not on a tenure track are expected to produce on average one scholarly product as exemplified on the list every three years.

2. Tenured Faculty and 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

For the purposes of tenure, the faculty member is expected to present a minimum of three scholarly products, one of which must be a primary scholarship product.

C. Specific Criteria for Promotion

For the purposes of promotion to Associate Professor, the faculty member is expected to present evidence of a minimum of two scholarly products, one of which must be primary scholarship 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 and one of the two must be primary scholarship product.

