

## DEPARTMENT OF NURSING ELABORATIONS

- I. TEACHING PROFICIENCY:** Faculty in the department of nursing are expected to demonstrate proficiency in teaching by remaining current in their specialty area, demonstrating professional behaviors according to the accepted Codes of Ethics of the American Nurses Association and the American Association of University Professors and by utilizing teaching behaviors that facilitate student learning. Examples of effective teaching behaviors include: collaboration with other faculty; participation in peer evaluations; use of creative teaching strategies; demonstration of congruency in syllabus, exams, and classroom/clinical activities; and contributing to the design and implementation of new courses.

**Examples of Documentation of the Quality of Teaching Proficiency:** *These activities are meant to be used as examples and are not in any rank order. Evaluation criteria may include but are not limited to:*

- Course Syllabi, objectives and examinations
- Description and/or demonstrations of creative teaching strategies
- Course Evaluations
- Attendance at specialty specific nursing conferences
- Reports generated from interagency agreements and evaluations
- Peer Evaluations
- Student evaluation of teaching including IDEA evaluations

- II. SCHOLARSHIP AND CREATIVE ACTIVITIES:** *Drawing on the work of Boyer (1990), the American Association of Colleges of Nursing defines Scholarship in nursing 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. Boyer proposed that the definition of scholarship be expanded to include four areas critical to academic work. These four areas are the Scholarship of Discovery, Teaching, application/practice and integration. For purposes of these elaborations the Department of Nursing proposes a definition of scholarship encompassing the **Scholarship** of A) Discovery, and/or B) Teaching and/or C) Practice. The evaluation criteria described below are meant to be used as examples.*

**A. Scholarship of Discovery** - The scholarship of discovery is inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). Within nursing, the scholarship of discovery "takes an expanded view of health by emphasizing health promotion, restoration, and rehabilitation, as well as a commitment to caring and comfort (AACN, 1998, p.1)." The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. It increasingly is interdisciplinary and collaborative in nature, across professional groups and within nursing itself (AACN Position Statement).

**Examples of Documentation of the Quality of the Scholarship of Discovery:** *These activities are meant to be used as examples and are not in any rank order. Evaluation criteria may include but are not limited to:*

- Peer-reviewed publications of research;
- Peer-reviewed presentations of research;
- Grant awards in support of research or scholarship;
- Mentorship of junior colleagues and students in research or scholarship;

- State, regional, national, or international recognition as a scholar in an identified area; and positive peer evaluations of the body of work.

**B. Scholarship of Teaching & Learning:** The scholarship of teaching is inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). 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). Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge, and adds to deeper understanding of both the discipline 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 (AACN Position Statement).

**Documentation of the Quality of Scholarship of Teaching:** These activities are meant to be used as examples and are not in any rank order. Evaluation criteria may include but are not limited to:

- Peer-reviewed publications related to teaching methodology
- Primary responsibility for data collection and writing accreditation or other comprehensive program reports;
- Implementation and evaluation of innovative technology to teaching and learning; ie use of virtual patient simulator including the development of patient scenarios and evaluation of student learning.
- State, regional, national, or international recognition as a master teacher; ie National Certification by the NLN
- Published textbooks or other learning aids;
- Grant awards in support of teaching and learning;
- Design and implementation of outcome studies or evaluation/assessment of education programs and;
- Peer-reviewed presentations related to teaching and learning.

**C. Scholarship of Practice and Engagement** The scholarship of practice has emerged in nursing as a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline (Norbeck & Taylor, 1998; Rudy et al., 1995; and Wright, 1993). Practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993). Competent practice is an expectation of all faculty and **alone** does not constitute “Scholarship of Practice”.

**Documentation of the Quality of Scholarship of Practice:** *These activities are meant to be used as examples and are not in any rank order. Evaluation criteria may include but are not limited to:*

- Peer-reviewed publications of case studies, technical applications, or other practice issues;
- Refereed presentations related to practice;

- Consultation reports generated in collaboration with health care agencies;
- Reports compiling and analyzing patient or health services outcomes;
- Products, patents, license copyrights;
- Peer reviews of practice such as supervisory evaluations.
- Grant awards in support of practice;
- Recognition as a master practitioner; ie professional certifications and/or credentials related to area of specialization in practice ie Certified Critical Care Nurse (CCRN) etc;
- Clinical demonstration project with significance to the profession; ie significant and on-going participation in development, implementation and evaluation of new nursing practice models.

**III. PROFESSIONAL PREPARATION – No Elaborations**

**IV. PARTICIPATION IN UNIVERSITY AFFAIRS**

Faculty in the Department of Nursing are expected to provide service to the University and Community by contributing to the work of the University and by representing the profession of nursing.

**Documentation of the Quality of Participation in University Affairs:** *These activities are meant to be used as examples and are not in any rank order. Evaluation criteria may include but are not limited to:*

- Membership on committees/boards of the Department, University, Community Agencies and Professional Organizations
- Leadership roles on committees/boards of the Department, University, Community Agencies and Professional Organizations
- Presentations and/or participation in health related community activities

### References

AACN Position Statement on Defining Scholarship for the Discipline of Nursing

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Fiandt, K., Barr, K., Hille, G., Pelish, P., Pozehl, B., Hulme, P., Mahlbauer, S., & Burge, S. (2004). Identifying clinical scholarship guidelines for faculty practice. *Journal of Professional Nursing*, 20(3). 147-155.

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O'Mara, L., Carpio, B., Mallette, Cl, Down, W., Brown, B. (2000). Developing a teaching portfolio in nursing education: A reflection. *Nurse Educator* 25(3). 125-130.

Riley, J.M., & Omery, A. (1996). The scholarship of a practice discipline. *Holistic Nursing Practice* 10(3). 7-14.

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