

**Valdosta State University
College of Nursing
Definition of Scholarship**

The Valdosta State University College of Nursing (CON) ascribes to the tripartite roles of the nursing academician in higher education regarding teaching and learning, scholarship, and service. This document describes the interpretation of nursing scholarship according to the faculty and administration of the CON. The definition of scholarship is based upon documents prepared by the American Association of Colleges of Nursing (1999; 2006), the National League for Nursing (2005), and Sigma Theta Tau International Honor Society for Professional Nursing (1999). The standards that describe scholarship in nursing include teaching and learning, research and discovery, applications in clinical practice (professional services), and integration of ideas from nursing and other related disciplines. These areas support the values of a profession committed to both social relevance and scientific advancement (AACN, 1999).

Scholarship of Teaching and Learning

“The scholarship of teaching and learning is conducted through application of knowledge of the discipline of nursing 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, 1999, ¶13).

Examples of documentation to support academic achievement in teaching and learning include:

- Peer-reviewed publication of
 - Research related to teaching methodology or learning outcomes
 - Textbooks, articles, or other learning aids
 - Case studies related to teaching-learning
- Learning theory development
- Development or testing of educational models or theories
- Positive peer assessments of teaching
- Accreditation or other comprehensive program reports
- Advanced applications of technology to teaching and learning
- State, regional, national, or international recognition as a master teacher
- Grant awards in support of teaching and learning
- Design of outcome studies or evaluation/assessment programs
- Peer-reviewed professional presentations related to teaching and learning
- Use of evidence-based assessment and evaluation strategies
- Positive student evaluations of teaching
- Recognition for innovation in teaching
- Mentoring students for guided, independent study or internships

Scholarship of Research and Creative Accomplishments

The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. The scholarship of integration responds to both intellectual questions and pressing human problems by creating or combining knowledge in applications that offer new paradigms and insights.

Examples of documentation to support academic achievement in research and creative accomplishments include:

- Peer-reviewed publication of
 - Meta-analyses or integrative reviews
 - Book
 - Chapter
 - Article reviews
- Presentation of peer-reviewed research or abstracts at professional conference or meeting
- Grant submission and/or award in support of research or scholarship
- Request for or acknowledgment of scholarly mentorship
- Invitation to review manuscripts, abstracts, policies, or programs
- Grant submission and/or award in support of practice as an individual or interdisciplinary activity

Scholarship of Service to the University, Society, and the Profession

The scholarship of practice/application encompasses all aspects of the delivery of nursing services where evidence of direct impact in solving health care problems or in defining health problems of a community is presented. Practice roles for nurse faculty in the academy may include direct caregiver (clinician), educator, consultant, or administrator (AACN, 2006).

Examples of documentation to support academic achievement in service to the university, society, and the profession include:

- Academic advising
- Committee work
 - Committee assignment documentation
 - Copies of products developed in committee
 - Recognition by committee members of individual's unique contribution
- Peer-reviewed presentations of research, theory, or philosophical essays related to practice scholarship (i.e., development of practice protocols, clinical practice guidelines, or case studies)

- Peer-reviewed publications related to practice scholarship
- Dissemination of outcomes and improvements in practice through publication, presentation, consultation, and leadership
- Formal reports
 - Compiling and analyzing patient or health service outcomes
 - Policy paper
 - Demonstration projects
- Peer reviews of expert practice or teaching
- Grant submission and/or award in support of practice
- Demonstrated leadership in practice setting
- State, regional, national, or international recognition as a scholar related to practice role
- Evidence of campus, local, statewide, regional, national, or international professional service

Additional examples for faculty holding administrative positions include:

- Documentation of leadership outcomes and effectiveness
- Evidence of program evaluation
- Positive supervisor, peer, and employee evaluations
- Copies of products developed

References

American Association of Colleges of Nursing. (1999). *Position statement on defining scholarship for the discipline of nursing*. Available at <http://www.aacn.nche.edu/publications/positions/scholar.htm>

American Association of Colleges of Nursing. (2006). *The essentials of doctoral education for advanced nursing practice*. Washington, DC: Author.

National League for Nursing. (2005). *Core competencies of nurse educators with task statements*. Washington, DC: Author.

Sigma Theta Tau International. (1999). *Clinical scholarship resource paper: Knowledge work, in service of care, based on evidence*. STTI Clinical Scholarship Task Force.

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