



NURSING and HEALTHCARE LEADERSHIP

UNIVERSITY of WASHINGTON | TACOMA

APT Criteria University of Washington Tacoma School of Nursing and Healthcare Leadership

The School of Nursing and Healthcare Leadership (School ‘School’) shares the University of Washington Tacoma mission to provide undergraduate and graduate education for the diverse citizens of the South Puget Sound region. The School supports the interdisciplinary mission of the campus through teaching, scholarly inquiry, and service. Within the overall mission of the campus, the School focuses on the discovery and dissemination of knowledge that promotes health within an ethic of social justice. The School provides needed educational services and prepares professionals for leadership positions to advance nursing practice and improve health. The curriculum emphasizes and fosters the integration of teaching, inquiry, and service through a community of learners. Partnerships with the community assist the School in providing learning environments in which learners build upon their skills and knowledge to strengthen their understanding of local, national and global health issues.¹ In congruence with this mission, the School faculty embrace a definition of scholarship that is consistent with the School’s mission to provide for the educational needs of diverse learners.

Boyer, in a report for the Carnegie Foundation, suggests moving away from the academic tradition in which teaching is separate from scholarship or research and challenges us to think about scholarship broadly.² While scholarship historically meant engaging in original research, Boyer expands the meaning of scholarship to include “stepping back from one’s investigations, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively to students.” Scholarship, as he defines it, has four functions: teaching, discovery, integration, and application. This definition of scholarship is the basis for appointment, promotion, and tenure (APT) criteria for faculty.

SCHOLARSHIP OF TEACHING: Teaching is a focus of the School of Nursing and Healthcare Leadership. The function of the scholarship of teaching is not only education, but also to interest learners in their own quest for knowledge. Teaching, in this context, is a dynamic process that connects the faculty member’s understanding and knowledge to the student’s learning needs. Teaching involves commitment to a process of inquiry that encourages students to think critically in ways that facilitate life-long learning. The scholarship of teaching requires professors to be prepared, widely read and intellectually engaged in their fields. Teaching must be carefully planned, continuously examined, and related directly to the subject taught. Effective teaching means that faculty, as scholars, are also learners and are actively engaged in faculty/student collaborative learning. Teaching must be sensitive to the professional and life experiences of the student, and incorporate this knowledge into learning experiences in the classroom.

SCHOLARSHIP OF INTEGRATION: This function involves making connections within nursing and healthcare across disciplines and illuminating information in an innovative way. It also involves interpreting others’ and one’s own research and reorganizing this information into a larger context through synthesis. By its nature, this type of scholarship is interdisciplinary and interpretive. The scholarship of integration is reflected in processes and activities that: a) demonstrate an understanding of a discipline or the relationships between disciplines, b) identify key issues within a discipline/field of study, c) produce clear arguments or points of view, and/or d) create new knowledge within or across disciplines. Integration encompasses collaborative efforts in teaching, research, and practice.

¹Role and Mission of the University of Washington Tacoma School of Nursing and Healthcare Leadership

²Boyer, E. L. (1991). Scholarship reconsidered: priorities of the professorate. The Carnegie Foundation for the Advancement of Teaching.

SCHOLARSHIP OF APPLICATION: This form of scholarship involves linking one's knowledge and expertise to service activities and applying what one knows to the larger community both within and external to the university. This means that service activities may contribute to the development and maintenance of a thriving learning community through such activities as faculty citizenship and committee responsibilities, School development/evaluation, and student advising. For nursing and healthcare leadership in particular, this also means practice activities for the purpose of improving health outcomes for communities, populations, families, and/or individuals. The scholarship of application is facilitated by examining how theoretical principles are related to practice.

SCHOLARSHIP OF DISCOVERY: This function most closely resembles what is traditionally considered to be research. The scholarship of discovery is a commitment to the development of new knowledge. The purpose is to generate new knowledge in support of the scholarship of teaching and for the advancement of the intellectual climate of the university, as well as for the advancement of knowledge in general. Discovery is an integrative process and collaborative effort with activities conducted individually, with colleagues, and/or with students. Discovery activities relate to the advancement of nursing practice and healthcare through the generation, utilization, and dissemination of knowledge. "While numbers (publications, grant dollars, students) provide some measure of such accomplishment, more important is the quality of the faculty member's published or other creative work."³

EVIDENCE OF SCHOLARSHIP: Levels of performance and exemplars of evidence are provided in Table 1. These exemplars are not meant to be all inclusive nor exhaustive, but rather to provide guidance. Specific evidence of scholarship in the four categories of teaching, integration, application and discovery may overlap and represent more than one of the categories. Faculty must present evidence consistent with the levels of performance. At the Assistant Professor level, faculty must demonstrate competence in the core areas indicated. Faculty are expected to demonstrate an expanded sphere of influence and responsibility at the mastery (Associate Professor) and expert (Professor) levels.

The following definitions clarify differences among the ranks.

COMPETENCE: Possessing the qualifications, knowledge, and skill required to consistently perform the identified scholarship activities.

MASTERY: Expanded knowledge and skill in scholarship, which is recognized as contributing to the broader academic and/or nursing and other healthcare communities.

EXPERTISE: Attaining advanced knowledge and skill in scholarship and being recognized for leadership contributions in the broader academic and/or nursing and other healthcare communities.

Levels of performance and exemplars of evidence for full-time appointed faculty at Assistant Teaching Professor, Associate Teaching Professor, and Full Teaching Professor ranks are provided in Table 2. Appointment to a rank of Assistant, Associate, or Professor "with a teaching title requires qualifications corresponding to those prescribed for that rank, with primary emphasis upon teaching. Such an appointment requires completion of professional training appropriate to the teaching, scholarship, and service requirements of the position. Appropriate degree requirements shall be determined for each position by the college, school, or campus making the appointment. Tenure is not acquired under teaching appointments" (Faculty Code, Section 24-34B). According to the University Handbook, Section 24-34B, Appointment with the title of Assistant Teaching Professor requires a demonstration of teaching ability that evidences promise of a successful teaching career." Associate Teaching Professor is a title that "requires extensive training, competence, and experience in the discipline." Teaching Professor is a title that "requires a record of excellence in instruction, which may be demonstrated by exemplary success in curricular design and implementation, student mentoring, and service and leadership to the department, school/college, University, and field."

³University of Washington Handbook, Vol. 2 The Administration and the Faculty, Part 2, Chap 24: Appointment and Promotion of Faculty Members, Section 24-32 B.

Table 1
ACADEMIC RANK AND EXAMPLES OF EVIDENCE: ASSISTANT, ASSOCIATE AND PROFESSOR

	Assistant Professor	Associate Professor	Professor
Scholarship of Teaching	<p>Demonstrates competent teaching in content and methods.</p> <ol style="list-style-type: none"> 1. Develops and teaches courses 2. Guest lecturer for another course 3. Demonstrates teaching effectiveness through: self assessment, peer assessment, and student assessment 4. Evidence of continued learning in content and teaching methods 5. Collaborates with other(s) in the development and/or teaching of a course 	<p>Demonstrates mastery in teaching in content and methods.</p> <ol style="list-style-type: none"> 1. Participates in academic advising of students 2. Develops, evaluates, and/or revises courses and/or curriculum 3. Demonstrates teaching effectiveness through: self assessment, peer assessment, and student assessment 4. Evidence of continued learning in content and innovative teaching methods 5. Provides an environment that facilitates student learning and professional growth 6. Incorporates current research and professional debates into classroom instruction⁴ 7. Stimulates intellectual inquiry of students⁴ 	<p>Demonstrates expertise in teaching content and methods.</p> <ol style="list-style-type: none"> 1. Provides leadership for course and curriculum development, evaluation, and/or revision 2. Consistently demonstrates teaching expertise 3. Contributes to the teaching effectiveness of other faculty through mentoring 4. Incorporates current research and professional debates into classroom instruction⁴ 5. Fosters participation of students in scholarly inquiry 6. Develops, evaluates, and/or disseminates innovative teaching methods
Scholarship of Integration	<p>Demonstrates competence in the understanding and synthesis of key issues within areas of knowledge.</p> <ol style="list-style-type: none"> 1. Contributes to publications such as newsletters, media, educational materials, reports, journal articles and/or book reviews 2. Evidence of using other disciplines in teaching, scholarship, and practice 	<p>Demonstrates mastery in the understanding and synthesis of key issues within and across areas of knowledge</p> <ol style="list-style-type: none"> 1. Contributes to publications such as newsletters, media, educational materials, reports, journal articles and/or book reviews 2. Evidence of using other disciplines in the development of one's area of specialization 3. Participates in collaborative endeavors within and across disciplines 	<p>Demonstrates expertise in the understanding and synthesis of key issues within and across areas of knowledge.</p> <ol style="list-style-type: none"> 1. Contributes to publications such as newsletters, media, educational materials, reports, journal articles and/or book reviews 2. Continued evidence of using other disciplines in one's area of specialization 3. Leadership in collaborative endeavors within and across disciplines

	Assistant Professor	Associate Professor	Professor
Scholarship of Application	<p>Demonstrates competence in linking knowledge, service, and practice.</p> <ol style="list-style-type: none"> 1. Community service related to professional activities 2. Membership on School and campus committee(s) 3. Membership in professional organization(s) 	<p>Demonstrates mastery in linking knowledge, service, and practice.</p> <ol style="list-style-type: none"> 1. Consults with community on practice issues 2. Active participation on School, campus and/or university-wide committees 3. Contributes to professional organization(s) 4. Membership on community committee(s), and/or task force(s) 5. Reviews for conference abstracts and/or journals 	<p>Demonstrates expertise in linking knowledge, service, and practice.</p> <ol style="list-style-type: none"> 1. Reviews for conference abstracts, journal articles and/or grants 2. Provides leadership on School, campus, or university-wide committee(s) 3. Provides leadership on board/organization(s) 4. Provides leadership in professional organization(s)
Scholarship of Discovery	<p>Engages in competent systematic inquiry for purposes of advancement of knowledge.</p> <ol style="list-style-type: none"> 1. Develops area(s) of scholarly inquiry related to nursing, health, and/or teaching 2. Disseminates results of scholarly inquiry 	<p>Demonstrates mastery in systematic inquiry for the purposes of advancement of knowledge.</p> <ol style="list-style-type: none"> 1. Continues development of one or more focal areas of scholarly inquiry 2. Presents at national meetings 3. Publishes results of scholarly inquiry 4. Recipient of grants, awards, and/or fellowships 	<p>Demonstrates expertise and commitment to systematic inquiry for the purposes of advancement of knowledge.</p> <ol style="list-style-type: none"> 1. Sustained development of scholarly inquiry 2. Scholarly inquiry consultation at local, regional, national, and/or international levels 3. Presents at professional meetings 4. Continued publication of results of scholarly inquiry 5. Advances knowledge in new area 6. Recognized nationally or internationally for expertise in area(s) of scholarly inquiry 7. Recipient of grants, awards, and/or fellowships

⁴University of Washington Handbook, Vol. 2 The Administration and the Faculty, Part 2, Chap 24: Appointment and Promotion of Faculty Members, Section 24-57. Procedural Safeguards for Promotion, Merit-Based Salary, and Tenure Considerations, D documentation footnote.

Table 2

ACADEMIC RANK AND EXAMPLES OF EVIDENCE: ASSISTANT TEACHING PROFESSOR, ASSOCIATE TEACHING PROFESSOR, TEACHING PROFESSOR

	Assistant Teaching Professor	Associate Teaching Professor	Teaching Professor
Scholarship of Teaching	<p>Demonstrates competent teaching.</p> <ol style="list-style-type: none"> 1. Contributes to course development and/or revision 2. Demonstrates teaching effectiveness through self-assessment, peer assessment, and student assessment 	<p>Demonstrates teaching mastery.</p> <ol style="list-style-type: none"> 1. Develops and/or revises courses, reflecting current scholarship 2. Consistently demonstrates teaching effectiveness through: self-assessment, peer assessment, and student assessment 3. Generates an academic environment that promotes student learning and professional growth 	<p>Demonstrates excellence in teaching content and methods.</p> <ol style="list-style-type: none"> 1. Recipient of teaching award 2. Planner or facilitator of campus-level teaching programs 3. Member of or chair of faculty committee related to teaching, including program curriculum committee 4. Academic program development or evaluation 5. Chairperson of graduate students' supervisory committees
Scholarship of Integration	<p>Demonstrates competence in the understanding and synthesis of key issues within areas of knowledge.</p> <ol style="list-style-type: none"> 1. Evidence of using other disciplines in teaching, scholarship, and/or practice 2. Integrates professional experiences and expertise into the academic setting 	<p>Demonstrates mastery in the understanding and synthesis of key issues within and across areas of knowledge.</p> <ol style="list-style-type: none"> 1. Continued evidence of using other disciplines in the development of one's area of specialization 2. Participates in collaborative learning 	<p>Demonstrates expertise in the understanding and synthesis of key issues within and across areas of knowledge.</p> <ol style="list-style-type: none"> 1. Continued evidence of using other disciplines in the development of one's area of specialization 2. Participates in collaborative learning

<p>Scholarship of Application</p>	<p>Demonstrates competence in linking knowledge, service, and practice.</p> <ol style="list-style-type: none"> 1. Participates in professional group(s) and activities 2. Participates in community activities 3. Contributes to the School activities 	<p>Demonstrates mastery in linking knowledge, service, and practice.</p> <ol style="list-style-type: none"> 1. Reviews for conference abstracts, journal articles and/or grants 2. Active participation on community board/organization(s) and/or professional organization(s) 	<p>Demonstrates expertise in linking knowledge, service, and practice.</p> <ol style="list-style-type: none"> 1. Member of faculty committee related to teaching 2. Member of campus committees charged with curriculum development 3. Participation in academic advising and counseling 4. Serves as editor, reviewers, and/or contributor for a scholarly journal 5. Recipient of grant funds re: teaching and learning 6. Faculty adviser to student organization relevant to discipline 7. Member or chairperson of professional organization or community group that is relevant to disciplinary teaching
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