

School of Nursing Promotion and Tenure Criteria¹

Preamble

The following document takes into account the TRU Mission Statement; the TRU Strategic Goals; the School of Nursing Mission Statement; the TRUFA Collective Agreement language related to Promotion and Tenure; the College of Registered Nurses of British Columbia (CRNBC) Standards of Practice; the Canadian Nurses Association (CNA) Code of Ethics; and the Canadian Association of Schools of Nursing (CASN) (see attachments and appendix).

The intent of this document is to be supportive of faculty as they work towards career goals. The document sets out standards that are realistic and achievable within the discipline of nursing and a small undergraduate teaching focused university. This document provides examples of criteria for the evaluation of excellence within each of teaching, scholarship and service, thus, allowing faculty options in the design of their career path. Considering the variability that exists within nursing and university work, faculty are allowed some flexibility in the weighting they assign to the areas for evaluation, which will reflect their focus and strengths.

Weighting of Promotion and Tenure Criteria

Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by the School of Nursing. Applicants must inform their divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. Divisional Promotion and Tenure committees must recognize that the balance between teaching/professional role and service for bipartite applicants, and the balance among teaching/professional role, research/scholarship/creative activity and service for tripartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload. Because disciplines may have special requirements, members should engage in collegial decision-making with their departmental colleagues before deciding on the specific weighting of evidence.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility, teaching/professional role and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching/professional role as well as research/scholarship/creative activity with approximately the same weight given to both area, and to a lesser degree on service.

However, extraordinary contributions in research/scholarship/creative activity, teaching/professional role or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

¹ The School of Nursing approved these Guidelines on October 6, 2008.

Tripartite:

Satisfactory performance is required in all areas, however extraordinary contributions in either
 (a) teaching/professional role,
 (b) research, scholarly, or creative activity, or
 (c) service
 may compensate for a lesser involvement in another area.

Bipartite:

Satisfactory performance is required in all areas, however extraordinary contributions in either
 (a) teaching/professional role, or
 (b) service
 may compensate for a lesser involvement in the other area.

School Of Nursing Mission Statement

Our mission is to demonstrate excellence in nursing education, practice and scholarship for the development of competent practitioners. This integration of education, practice and scholarship is in keeping with the mission statement of TRU.

Criteria for Promotion and Tenure in the School of Nursing

Academic Qualifications

Academic Qualification Criteria for BSN Faculty		
Tenure Assistant Professor Lecturer	Associate Professor Senior Lecturer	Professor Principal Lecturer
Eligible for practicing registration with CRNBC	Eligible for practicing registration with CRNBC	Eligible for practicing registration with CRNBC
Relevant Doctoral degree or relevant Masters degree, normally accompanied by 3 years current and relevant practical experience	Relevant Doctoral degree or relevant Masters degree, normally accompanied by 8 years current and relevant experience	Relevant Doctoral degree or relevant Masters degree, normally accompanied by 13 years current and relevant experience

Academic Qualification Criteria for HSRCA Faculty		
Tenure Assistant Professor Lecturer	Associate Professor Senior Lecturer	Professor Principal Lecturer
Eligible for practicing registration with CRNBC	Eligible for practicing registration with CRNBC	Eligible for practicing registration with CRNBC
Relevant Bachelors degree or Diploma in Nursing, normally accompanied by 3 years current and relevant practical experience	Relevant Bachelors degree or Diploma in Nursing, normally accompanied by 8 years current and relevant experience	Relevant Bachelors degree or relevant Diploma in Nursing, normally accompanied by 13 years current and relevant experience

Teaching

The School of Nursing believes teaching-learning is a dynamic process that occurs in any setting such as the: classroom, seminar, lab, online, practice and research environment. Teaching involves attention to course work, course design, methods of teaching, curriculum development and other instructional related activities. In addition, we recognize that quality learning environments are essential for learning. Nursing faculty serve as professional role models in all aspects of nursing education.

It is the expectation that all faculty will engage in scholarly teaching regardless of whether one has a bipartite or tripartite appointment. Although scholarly teaching and the scholarship of teaching and learning are closely connected they differ in both intent and outcome. The intent of scholarly teaching is to affect the activity of teaching and resulting learning (Richlin, 2001). Article 6 – Appendix 1 of the TRUFA Collective Agreement provides examples of evidence of scholarly teaching. The intent of the scholarship of teaching is to create, advance, or transform the knowledge about teaching and learning through a rigorous investigative process. The product that results from this process is subjected to peer review and disseminated to the professional/academic community. The scholarship of teaching advances the field, not just individual students' learning.

Teaching Criteria

Domains of Quality Learning Environments	Assistant Professor Lecturer	Associate Professor Senior Lecturer	Professor Principal Lecturer
Instructional Knowledge	<ol style="list-style-type: none"> 1. Creates a quality learning environment. 2. Uses appropriate teaching materials with respect to volume, level, and currency. 3. Available for student consultation. 4. Evaluates student performance consistent with course ends in view. 5. Adheres to the TRU School of Nursing standards for assignments, exams, and student evaluations. 6. Establishes and maintains appropriate education records. 7. Develops teaching content based on empirical, aesthetic, personal, and ethical ways of knowing. 8. Prepares learning activities 9. Develops ends in view 10. Prepares teaching materials 11. Develops teaching methods 12. Constructs test and course assignments 13. Grades, marks, and writes evaluations 	<ol style="list-style-type: none"> 14. Demonstrates competence in course development, implementation, and evaluation. 15. Develops teaching content based on sound clinical and/or educational research. 16. Mentors faculty. 17. Accepts opportunities to share instructional knowledge at local, regional, or provincial levels. 	<ol style="list-style-type: none"> 18. Stimulates learners to exceed expectations immerse in critical thinking through provocative questioning and novel teaching methods. 19. Accepts opportunities to share instructional knowledge at national and/or international levels.

Teaching Criteria continued			
Domains of Quality Learning Environments	Assistant Professor Lecturer	Associate Professor Senior Lecturer	Professor Principal Lecturer
Pedagogical Knowledge	<ol style="list-style-type: none"> 1. Demonstrates the ability to use various teaching strategies to enhance learning. 2. Identifies student learning difficulties and takes action to ameliorate them. 3. Understands and uses theories and principles of teaching and learning. 4. Responds appropriately to the learning context. 5. Demonstrates the ability to utilize appropriate evaluation strategies. 6. Critically reflects on own teaching performance and uses a variety of methods to improve. 7. Understands students' motivation to learn and learning styles 8. Understands how students process and construct knowledge 	<ol style="list-style-type: none"> 9. Uses teaching methodologies based on sound research. 10. Critically analyzes own teaching performance and intuitively responds to the learning environment. 11. Challenges and questions the hegemony of the learning context. 12. Demonstrates recognition at a local, regional, or provincial level for teaching expertise. 13. Accepts opportunities to share pedagogical knowledge at local, regional, or provincial levels. 	<ol style="list-style-type: none"> 14. Demonstrates recognition at a national level for teaching expertise. 15. Accepts opportunities to share pedagogical knowledge at national and/or international levels.
Curricular Knowledge	<ol style="list-style-type: none"> 1. Understands the BSN curriculum design. 2. Understands the philosophical underpinnings of the curriculum. 3. Understands integration of teaching assignment within the whole curriculum. 4. Understands the levelling of course concepts throughout the curriculum 	<ol style="list-style-type: none"> 5. Fully engages in curriculum design and revision at a local and provincial level. 6. Accepts opportunities to share curricular knowledge at local, regional, or provincial levels. 	<ol style="list-style-type: none"> 7. Takes a leadership role in curriculum design and revision on national and /or international levels. 8. Accepts opportunities to share curricular knowledge at national and/or international levels.

Scholarship

The School of Nursing is informed by CASN (2004) direction for Nursing Scholarship:

Assumptions

- All nurses in academia have a responsibility to engage in and advance scholarship.
- Scholarship in nursing produces various types of knowing depending upon the context and setting in which it occurs.
- The dimensions of scholarship (discovery, teaching, service, application, and integration) are fluid, dynamic and frequently overlapping.
- Emphasis on scholarship is maintained and promoted at all developmental stages of the faculty.

Scholarship in nursing encompasses a full range of intellectual and creative activities that may include the generation, validation, synthesis, and/or application of knowledge to advance the teaching, research and practice of nursing. It is associated with achievement of excellence, rigorous inquiry, reflective thought, expert knowledge, openness to criticism, peer review, and new ways of viewing phenomena of concern to nursing. It includes inquiry that builds a scientific body of nursing knowledge (scholarship of discovery), inquiry that supports the pedagogy of the discipline and the transfer of knowledge to learners (scholarship of teaching), generation and use of specialized nursing knowledge outside the work setting (scholarship of service), the advancement of clinical knowledge through expert practice (scholarship of application), and the development of new insights as a result of interdisciplinary work (scholarship of integration) (Boyer, 1990; Riley et al., 2002).

While the emphasis on one or more of the dimensions (discovery, teaching, service, application and integration) may vary from one university or college to another, depending on the institution's mission, the pursuit of excellence will not. To achieve the level of excellence required of scholarship, the work should be guided by the standards identified by Glassick, Taylor Huber, and Maeroff (1997). These six qualitative standards include: clear goals; adequate preparation; appropriate methods; significant results; effective presentation; and reflective critique. The standards also provide a process for engaging in academic work that is systematic and promotes the rigor required of scholarly achievements.

For the purposes of this document:

- **Reflective Critique** is defined as a critical appraisal of a piece of work which involves a high level of critical thinking and analysis.
- **Peer review** is defined as a committee of individuals with similar professional status and with recognized expertise in the particular phenomenon under review.
- **Dissemination** is defined as distribution of knowledge and information.

See Appendix for full description of the Scholarship of Discovery, Teaching, Service, Integration and Application as described in CASN (2004).

Scholarship Criteria

Assistant Professor	Associate Professor	Professor
<p>Successful Engagement in Scholarship</p> <ol style="list-style-type: none"> 1. Engages in the process of inquiry. 2. Identifies researchable questions. 3. Conducts inquiry individually and/or collaboratively. 4. Submits papers and/or book chapters for publication in journals or books or resources targeted for the public or specific client groups. 5. Disseminates scholarship through presentations at conferences and workshops etc. 6. Reviews textbooks or journals. 7. Provides evidence of continued education relevant to scholarship. 8. Submits proposals for external funding. 	<p>Consistent Accomplishment in Scholarship</p> <ol style="list-style-type: none"> 9. Demonstrates record of focused scholarship. 10. Assists faculty in scholarship development. 11. Accepts opportunities to serve on Master’s or Doctoral committees. 12. Works collaboratively with others in developing and testing nursing knowledge. 13. Submits grant proposals to support scholarship. 14. Maintains a record of external funding to support scholarship. 15. Disseminates scholarly work through presentations at local, regional and national level. 16. Publishes in peer reviewed journals or in books or monographs. 	<p>Sustained Success in Scholarship</p> <ol style="list-style-type: none"> 17. Demonstrates a program of scholarship. 18. Serves on editorial boards and scholarship review committees. 19. Publishes in national or international peer reviewed journals or books or monographs. 20. Facilitates scholarship at a national and/or international level. 21. Mentors faculty and/or colleagues in the development of scholarship. 22. Contributes to the scholarly development of faculty colleagues. 23. Demonstrates national and /or international recognition for scholarship. 24. Assumes Principal Investigator in scholarship.

Service

There is an expectation that nursing faculty be involved in departmental and School of Nursing service with additional service in a variety of other areas to be recognized. Weight will be given to the significance of participation and scope of involvement.

Service Criteria			
	Assistant Professor Lecturer	Associate Professor Senior Lecturer	Professor Principal Lecturer
	Commitment to service	Evidence of service	Outstanding contribution to service
School of Nursing	<ol style="list-style-type: none"> 1. Actively participates in the BSN, Teaching Semester and Nursing Council committees 2. Participates on sub-committees within the School of Nursing. 	<ol style="list-style-type: none"> 3. Consistently contributes in the BSN, Teaching Semester, and Nursing Council committees. 4. Takes on a leadership role within the School of Nursing (eg. Chairperson or Coordinator). 5. Participates in School of Nursing Sabbatical; Appointments; Performance Review; and/or Promotion and Tenure committees 6. Assists other faculty in developing their service contributions to the public and academic/professional bodies. 	<ol style="list-style-type: none"> 7. Demonstrates leadership within the School of Nursing through outstanding contribution in the BSN, Teaching Semester, Nursing Council and other sub-committees within the School of Nursing.
University Community	<ol style="list-style-type: none"> 1. Contributes to the intellectual/cultural life at TRU (eg. Open House, Student Orientation, Faculty Association, Teaching Practices Colloquia) 2. Attends TRU events (eg. Convocation, February Inservice Day, Guest Lecturers) 	<ol style="list-style-type: none"> 3. Allows name to stand for TRU committees (eg. Senate, Sabbatical, Promotion and Tenure). 4. Consistently contributes to TRU committees and events. 	<ol style="list-style-type: none"> 5. Takes a leadership role when contributing to the intellectual/cultural life at TRU (eg. Chair of TRU committees, Faculty Association Executive).
Nursing Profession	<ol style="list-style-type: none"> 1. Assists in the facilitation of scholarly conferences. 2. Member of Nursing organizations (eg. CRNBC, WRCASN) 	<ol style="list-style-type: none"> 3. Takes a leadership role in the facilitation of scholarly conferences locally and/or provincially. 4. Contributes to Nursing organizations through active participation (eg. surveys, reviewer and/or subcommittee member). 5. Performs consultation work with health related organizations locally. 6. Serves as reviewer for health related publication. 	<ol style="list-style-type: none"> 7. Takes a leadership role in the facilitation of scholarly conferences locally, provincially and/or nationally. 8. Contributes to Nursing organizations through Executive membership role. 9. Performs consultation work with health related organizations provincially and/or nationally. 10. Serves as editor of Health related publication.
Community at Large	<ol style="list-style-type: none"> 1. Contributes to service organizations (eg. Rotary, Church, YMCA) 2. Volunteers for non-profit events (eg. Terry Fox, Run for the Cure, AIDS, Ski Patrol) 	<ol style="list-style-type: none"> 3. Serves on the executive of community organizations (eg. KSO, Food Bank, KIBHIT) 4. Provides Professional Service to public (eg. public lectures, serve as health professional on Board) 	<ol style="list-style-type: none"> 5. Serves on the executive of Provincial and/or National organizations (eg. United Way, Canadian Cancer Society) 6. Volunteers at provincial, national and/or international events.

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Appendix:

CASN (2004), pp. 1-10.

Scholarship of Discovery

The Scholarship of Discovery is defined as a process of creating new and unique knowledge specific to the discipline of nursing. This represents the most traditional form of scholarship and includes knowledge gained through research. It takes the form of systematic investigation into phenomena of concern to nursing using a range of quantitative and qualitative approaches, the results of which add to, confirm, or reject what is already known (Storch & Gamroth, 2002).

The Scholarship of Discovery is integral in building a strong scientific basis for nursing practice, education, research and administration. Motivation can be inspired by a natural curiosity, a view of knowledge as an end in itself, and/or ultimately, a desire to improve the health of society. This scholarship may take many forms and is inclusive of a range of paradigms including positivism, interpretivism, and critical perspectives. Each of these perspectives has its own assumptions of what constitutes scientific knowledge and how the phenomena should be studied. Nurse scholars may engage independently and autonomously in the scholarship of discovery.

Nurse scholars may also work collaboratively to engage in the scholarship of discovery that contributes to the improved health of society. Through this scholarship nurse researchers ask the question: “What is to be known about nursing phenomena?” (Storch & Gamroth, 2002).

Examples of the Scholarship of Discovery

- A faculty member is principal investigator on a research team to identify the mediating effects of physical activity on fatigue in patients with COPD.
- A faculty member conducts a qualitative investigation into patients’ experiences of caring in an emergency department of a regional hospital.
- A faculty member designs and tests a valid reliable and parsimonious instrument to measure continuity and discontinuity of self following a stroke.
- A team of faculty undertake a study to describe characteristics, attitudes and communications of nurses regarding hospice and caring for terminally ill patients.

Evidence of the Scholarship of Discovery

Documented evidence of the Scholarship of Discovery may include but is not limited to any of the following:

1. Peer reviewed grant awards in support of research related projects;
2. Peer reviewed publications of research based, philosophical, or theoretical manuscripts;
3. Peer reviewed presentation of papers at scientific and scholarly conferences;
4. Provincial, regional, national, or international recognition as a scholar in a specified area.

Scholarship of Teaching

The scholarship of teaching is defined as the conveyance 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 dimension involves an approach in which teachers read widely and are intellectually engaged while individualizing learning, adapting to different learning styles,

integrating evidenced based practice and understanding how knowledge is acquired and co-constructed. Teachers and students join together on a journey of discovery and develop relationships that model the healthy relationships expected between nurses and patients. This results in consistency of outcomes for student learning, a deeper understanding of the disciplines of nursing and education and the development of a scholarly way of being. For teaching to be scholarly, educational activities must be carefully planned and examined (Storch & Gamroth, 2002).

Nursing is a practice discipline, therefore, how practice is learned, and how competency is maintained must be considered. Through the scholarship of teaching, nurse educators foster life-long learning and a spirit of inquiry. Appraisal of scholarly teaching includes self-assessment, peer assessment, and student assessment, so that these skills are fostered in the learner (Riley et al., 2002; Storch & Gamroth, 2002). In addition, learning experiences leading to scholarly writing and publication are created (Pullen, Reed & Oslar, 2001). Thus, future nurse scholars are developed, knowledge expanded and the profession of nursing is advanced. This dimension of scholarship asks the question “How are practitioners best prepared to be life-long effective learners?” (Riley et al., 2002).

Examples of the Scholarship of Teaching

- A faculty member participates in the development, implementation and evaluation of an innovative curriculum grounded in First Nations cultures.
- A faculty member responds to the downsizing of acute care hospitals by developing non-traditional practice opportunities for students and evaluates the results.
- A faculty member integrates and evaluates CD-ROM technology in the delivery of a course, thereby transforming the learning experiences of the students.
- A faculty member assists students to develop papers for peer reviewed journals.

Evidence of the Scholarship of Teaching

Documented evidence of the Scholarship of Teaching may include but is not limited to the following:

1. Peer reviewed presentations and/or publications regarding teaching and learning;
2. Peer reviewed grant awards for teaching and learning support.

Scholarship of Service

Riley et al. (2002) state that service as a domain of nursing scholarship has received little attention from scholars and consequently it is not well understood; yet, it is crucial for a holistic model of nursing scholarship. Service to society is a professional expectation. The need to know and the subsequent need to do for society is a feature that distinguishes a practice discipline like nursing from non-practice disciplines (Riley et al., 2002). Nursing is distinctive as the only profession that integrates the biological, psychological, and sociological sciences with the arts and spiritual knowledge, making a unique contribution to society. The scholarship of service is defined as the generation and use of specialized nursing knowledge outside the work setting (Riley et al., 2002).

Nurses bring a spirit of inquiry, critical thought and reflection to their service commitments which lead to new perspectives and understandings. From this type of scholarship, the specialized knowledge and experience of nurses are used to shape the future of the profession, contribute to social efforts, advance nursing values, and benefit human and social welfare. The scholarship of service asks the question: “How does nursing knowledge, used outside the workplace, contribute to meeting society’s needs and advance its well-being?” (Riley et al.). Assessment of the scholarship of service uses the standards that are appropriate to the full range of scholarship (clear goals, adequate preparation, appropriate methods, significant results, effective presentation and reflective critique).

Examples of the Scholarship of Service

- A faculty member serves on a community board to establish group homes for mentally challenged individuals who will be relocated from institutional environments. In this capacity the faculty member contributes nursing knowledge about this special population and uses this knowledge to create policies and analyze their contribution to improved health and well-being of the group home residents.
- A faculty member engages in an international multidisciplinary service outreach project to extend humanitarian care to an African community with AIDS. The faculty member uses her knowledge and expertise regarding AIDS, community development, and education to design a model for delivery of services and health education for the population affected and rigorous dissemination of the same.
- A faculty member contributes to the development of the profession through service on a national committee designed to examine and revise the code of ethics. This involves review of relevant literature, critical analyses, professional consultations, reflection and drafting of a document.

Evidence of the Scholarship of Service

Documented evidence of the scholarship of service may include but is not limited to the following:

1. Descriptive reports or other documentation that outline the professional contributions and outcomes resulting from service activities;
2. Professional consultation to external groups/organizations such as NGOs;
3. Publications in peer reviewed professional literature;
4. Peer reviewed presentations at professional conferences.

Scholarship of Integration

The Scholarship of Integration is defined as the generation of new knowledge and perspectives from purposeful examination of original work in nursing, and other disciplines (Boyer, 1990). Synthesizing findings and discovering patterns and connections within nursing and across disciplines creates an integration of knowledge and brings new meanings to original work. This is congruent with nursing’s tradition of holism and of the integration of knowledge across disciplines. Multiple perspectives and interdisciplinary integration are an identifying feature of this type of scholarship. Nurse scholars integrate bio, psycho, socio-political, economic and cultural foci influencing nursing questions to create new ways for promoting health. The

Scholarship of Integration is useful in answering the question: “What do the findings mean in this context?” (Storch & Gamroth, 2002).

Examples of the Scholarship of Integration

- Establishing a collaborative interdisciplinary team to explore the health concerns of women as caregivers of dependent adults.
- Reviewing the literature across nursing, psychology, and health education to develop an integrated model of health promotion for use with adolescents.
- Conducting a policy analysis of the impact of gambling casinos on the health of a community.

Evidence of the Scholarship of Integration

Documented evidence of the Scholarship of Integration may include but is not limited to the following:

1. Publication of a textbook that synthesizes different professional perspectives on an issue;
2. Creation of a policy analysis paper to influence legislation on a health or professional issue;
3. Development of a new interdisciplinary program to improve the health and well-being of society and dissemination of the same;
4. Development of an evaluation tool based on a review of the literature and consultations with experts in nursing, education and other disciplines and dissemination of the same.

Scholarship of Application

The Scholarship of Application is defined as the reflective investigation of the dynamic interaction between nursing theory and practice. From this investigation new understandings are developed as nursing practices are explored in relation to peer reviewed concepts, principles, research findings, and theories. The maintenance of practice competency of faculty and the advancement of practice knowledge in the discipline of nursing are critical components of the scholarship of application. This form of scholarship asks the question “How can this knowledge be helpful to society?” (Storch & Gamroth, 2002).

Examples of the Scholarship of Application

- A faculty member engages in practice within a Public Health Nursing agency to experience the context of practice. The faculty member reflects on the relationship between theories taught in the nursing curriculum and the efficacy of the implementation of these theories in this practice context. This reflection leads to a detailed analysis of the bridges and gaps between theory and practice. The knowledge gained informs the faculty member in subsequent development of practice courses.
- A faculty member helps develop evidence-based practice standards and protocols for a new out-patient care unit in collaboration with current practitioners and consumers.
- A faculty member collaborates with ward staff on a demonstration project to evaluate the outcomes of an early discharge program the results of the demonstration project are peer reviewed and disseminated. Students under faculty guidance are involved in data collection, synthesis and analysis.

Evidence of the Scholarship of Application

Documented evidence of the Scholarship of Application may include but is not limited to the following:

1. Peer reviewed grant awards in support of practice initiatives;
2. Peer-reviewed presentations related to health and health care issues;
3. Synthesis of literature related to a particular health care problem;
4. Evaluative Reports of practice demonstration projects including recommendations for future implementation;
5. Publication of policy papers related to practice and to larger health issues impacting society and with peer review and dissemination.