

**Examples of High Competence and Genuine Excellence in Research/Scholarship**

<b>Competence</b>	<b>High Competence</b>	<b>Genuine Excellence</b>
<ul style="list-style-type: none"> <li>• Carries out research/scholarship according to workload guidelines</li> <li>• Documents work activities/outcomes according to SON guidelines for research/scholarship, e.g. grants submitted, manuscripts written</li> <li>• Documents mentoring of other faculty in research/scholarship</li> <li>• Documents mentoring of students in research/scholarship</li> <li>• Addresses needs of SON in determining focus for scholarly activities</li> <li>• Performs self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a distinct program of scholarly inquiry</li> <li>• Contributes to knowledge of evidence based practice</li> <li>• Presents scholarly activities at regional/national meetings</li> <li>• Disseminates outcomes of scholarship in professional publications</li> <li>• Contributes to publications such as newsletters, media, educational materials , reports, journal articles, and or book reviews.(some peer review required)</li> <li>• Uses other disciplines in development of one’s specialization</li> <li>• Initiates collaborative learning in classes and projects</li> </ul>	<ul style="list-style-type: none"> <li>• Extends development of program of scholarly inquiry</li> <li>• Mentors peers in methods for scholarly inquiry in evidence based practice</li> <li>• Presents scholarly activities at regional/national professional meetings</li> <li>• Disseminates outcomes of scholarship in peer-reviewed publications</li> <li>• Writes proposals for funding</li> <li>• Articulates and fosters a spirit of interdisciplinary learning in professional activities</li> <li>• Integrates interdisciplinary perspectives into scholarship</li> <li>• Initiates interdisciplinary activities in University and external community</li> <li>• Publishes scholarly findings that demonstrate synthesis of key issues in education</li> <li>• Awarded recognition for excellence in research/scholarship</li> </ul>

## Examples of Competence, High Competence, and Genuine Excellence in Teaching

Competence	High Competence	Genuine Excellence
<ul style="list-style-type: none"> <li>• Teaches courses as assigned</li> <li>• Revises course syllabi to meet needed changes</li> <li>• Advises students as assigned</li> <li>• Evaluates students responsibly</li> <li>• Revises teaching strategies to address suggestions from student evaluations</li> <li>• Participates in School of Nursing and CHHS meetings</li> <li>• Maintains regular office hours</li> <li>• Orients new faculty to courses as appropriate</li> <li>• Keeps supervisor informed of student or faculty problems</li> <li>• Performs self-evaluation</li> <li>• Documents work activities according to workload formula</li> </ul>	<ul style="list-style-type: none"> <li>• Coaches others in the development and teaching of courses that reflect best practices in teaching</li> <li>• Initiates formal and informal counseling and advising of students</li> <li>• Demonstrates high competence in a variety of teaching pedagogies</li> <li>• Frequent guest lecturer</li> <li>• Participates in development, evaluation and/or curricular revision</li> <li>• Mentors faculty</li> <li>• Demonstrates continued learning in content and innovative teaching</li> <li>• Targets specific audiences for oral and written presentations for teaching</li> <li>• Directs independent studies and participates on dissertation committees</li> <li>• Serves as consultant for peers and community on practice issues</li> <li>• Provides leadership in community activities</li> <li>• Provides leadership on School, College, and University committees</li> <li>• Serves as a peer reviewer for conference abstracts and/or manuscripts for publication</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors others in the development and teaching of courses that reflect best practices in teaching</li> <li>• Initiates innovations to enhance counseling and advising of students</li> <li>• Initiates curricular innovations to enhance academic programs within the School</li> <li>• Coordinates development, evaluation and/or revision of curriculum</li> <li>• Coordinates mentorship of faculty</li> <li>• Provides substantive contributions to the scholarship of teaching</li> <li>• Targets oral and written presentations for national/international impact</li> <li>• Directs independent studies, theses, and/or dissertations</li> <li>• Serves as invited consultant for peers and community on practice issues</li> <li>• Initiates leadership and collaborative roles in community activities</li> <li>• Provides leadership and mentorship on School, College, University committees</li> <li>• Serves as a peer reviewer on editorial boards of professional journals</li> <li>• Promotes partnerships with other universities and organizations</li> <li>• Awarded recognition for teaching excellence</li> </ul>

## Examples of Evidence for Excellence in Teaching and Research/Scholarship

### Assumptions

*The following reflect our assumptions about the scholarship of teaching and learning in the School of Nursing:*

- The results of research on effective teaching, while valuable, are not the sole source of evidence on which to base a definition of the knowledge base of teaching (Shulman, 1986, p. 9).
- It is the professional responsibility of educators to engage continuously in their own efforts to study the quality of their work, its fidelity to their missions, and its impact on students intellectually, practically, and morally (Hatch, p. x).
- A “culture of evidence” should be built around the scholarship of practitioners (teachers and clinicians) themselves, in addition to the work of external scholars and scientists (Hatch, p. ix).
- Learning to teach should be inseparable from learning to inquire (Dewey, 1904).
- Teaching is a complex intellectual endeavor that demands disciplinary expertise, a deep understanding of students, and sophisticated pedagogical skills (Hatch, p. 11).
- Scholarship is an act of intelligence or artistic creation that possesses at least three attributes: It becomes public; it becomes an object of critical review and evaluation by members of one’s community; and members of one’s community begin to use, build upon, and develop those acts of mind and creation (Shulman, p. ).
- Teachers have a professional responsibility to mentor peers and contribute to the development of their organizations.
- Teachers influence the learning of their peers and the development of their organizations through the creation of explicit representations of knowledge that can be shared across contexts (Hatch, p. 68).
- By collecting data, recording their impressions, and reflecting on their experiences, teachers develop representations that help them to articulate what they are learning and to influence the learning of peers (Hatch, p. 74).

### References

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