

SCHOLARSHIP DEFINITION

Introduction

The Faculty of Health Professions Tenure and Promotion Review Committee recommended that faculty have the opportunity to communicate their views on:

- a) scholarship
- b) criteria for judging excellence in both professional accomplishments and community activities.

At the April 1993 Faculty of Health Professions full faculty meeting, faculty discussed the topic of 'scholarship' guided by the following four questions:

- 1. What meaning does scholarship have for you?**
- 2. What are non-traditional mechanisms for judging excellence in scholarship?**
- 3. Given that our work must be scholarly, what is excellence in professional accomplishments?**
- 4. Given that our work must be scholarly, what is excellence in community activity?**

Following these discussions a few people were requested to collect and organize the diverse ideas generated from the discussion.

Preamble

Societal expectations of health care professionals are rapidly changing and increasing. Society has high expectations of health professions, expecting them to provide leadership roles in the community.

In addition to societies' expectations of leadership, universities expect faculty to demonstrate leadership in a scholarly manner. Scholarship is a fundamental expectation for anyone in an academic role.

To proceed through the academic ranks of a university via the regular promotion and tenure process, scholarly leadership must be demonstrated through evidence of effectiveness of teaching, research, professional activities and community contributions.

By individual demonstrations of scholarly leadership in each of the above named categories, faculty members, in cooperation with other disciplines and agencies, provide

leadership to the community. The leadership must have a scholarly foundation. Through this role, faculty are able to facilitate change.

The following criteria are only suggestions and require further development for evaluating the quality of work in each category.

DEFINITION OF SCHOLARSHIP

Scholarship is the application of systematic approaches to the acquisition of knowledge through intellectual inquiry. Scholarship includes the dissemination of this knowledge through various means such as publications, presentations (verbal and audiovisual), professional practice and the application of this new knowledge to the enrichment of the life of society.

In addition to the **traditional** criteria for judging excellence in scholarship, what are non-traditional criteria for judging excellence in scholarship? There was overlapping of criteria between the four categories.

Criteria for Judging Excellence

Written and/or verbal presentations that demonstrate :

- a) connectedness of thinking and coherence of ideas
- b) evidence of originality
- c) evidence of impact/relevance.

A. Non-Traditional Criteria for Judging Excellence in Professional Accomplishments

1. Excellence may be demonstrated through professional practice:

- a) innovation in practice, initiative and leadership in practice
- b) joint appointments with external agencies and evidence of positive impact
- c) effective scholarly mentorship of colleagues and students.

2. Excellence may be demonstrated through leadership roles in professional and agency organizations, and, evidence of scholarly contribution.

- a) demonstration of scholarly impact of participation in editorial review boards , professional committees and leadership positions

b) written acknowledgment by others of specific contributions at local, regional and national levels

c) effective mentorship of colleagues and students

d) positive feedback from professional committees regarding scholarly contributions

Non-Traditional Criteria for Judging Excellence in Community Activities

Excellence in community activities is demonstrated through documentation of effectiveness/positive impact of work with health-related agencies, government, voluntary organizations, industry, with lay people and other professionals.

Excellence may be demonstrated through documented evidence of:

a) holding of leadership positions

b) building of effective consultative and collaborative partnerships

c) leadership and effective participation in policy decisions eg. facilitating effective communication and decision making among various agencies

d) demonstrative effective teaching role with various agencies/groups.

Prepared by: Norma Murphy (Chair)

Isaac Abraham

Elizabeth Bell

Geraldine Hart

Della Read

Approved Full Faculty, October, 1993