



This policy defines “scholarship” and sets forth expectations for ethical conduct in research. The university mission places primacy on excellence in teaching and producing quality health care professionals and recognizes that scholarship includes established research methods along with scholarly endeavors related to facilitation of learning. UWS is committed to the ethical practice of research and scholarly endeavors, and to robust processes for review of research and scholarship.

Scholarship is the creative product of disciplined, peer-reviewed inquiry that creates new knowledge and understanding, or contributes new and unique insights through synthesis, integration, or interpretation of existing knowledge. Directly and indirectly, scholarship is a positive contribution to health care and education.

I. Scholarship Activities

A. Discovery

Scholarship of discovery is original research, testing hypotheses, collecting data (qualitative or quantitative), and reporting the results. Discovery scholarship includes a variety of research methods.

B. Application

Scholarship of application is work that demonstrates theory or knowledge applied in real-life situations. Scholarship of application involves solving problems that exist by using existing theory or knowledge, can be process-oriented (e.g., description of a new way to do something), and seeks to relate knowledge to the practice of a particular discipline. Scholarship of application engages communities beyond academia in a variety of ways, drawing upon existing knowledge for the purpose of crafting solutions to social problems, or making information or ideas more accessible to the public.

C. Integration

Scholarship of integration encompasses interdisciplinary or interpretive scholarly activities to better understand existing knowledge by making connections across disciplines, illuminating data in a revealing manner, drawing together isolated factors, or placing known information into broader contexts. It synthesizes, interprets, and connects the findings in ways that deliver new meaning.

D. Learning and Teaching

The scholarship of learning and teaching is the creation, description, evaluation, or innovation of student educational experiences. Scholarship of learning and teaching is inclusive of theory and practice of student competency development, along with student life and co-curricular activities, and involves rigorous investigation, reflection, analysis, and documentation of activities related to



student experiences. It is frequently focused on the domains of knowledge, skill, critical thinking, and attitudinal development, and is focused on activities and events that relate to educational environments and students.

E. Invention

The scholarship of invention is inquiry resulting in new processes, procedures, devices, or products, and involves a creative process that includes rigorous investigation, reflection, analysis, and documentation of new inventions. The outcome may include physical products such as devices or tools and includes knowledge products such as software or protocols for management of information or problems.

F. Service and Administration

The scholarship of service and administration demonstrates the characteristics of scholarship for serving to evaluate, describe, critique, and assess the academic business enterprise to improve the quality and efficiency of operations. This work is frequently confidential, which often precludes open and transparent production and dissemination, and is an important contribution to the development of education.

G. Clinical Practice

The scholarship of clinical practice is the creation, analysis, description, and documentation of behaviors that occur in the delivery of clinical care.

II. Characteristics of Scholarship

Scholarship demonstrates the following characteristics:

- Demonstrates integrity and transparency in its creation and reporting.
- Demonstrates methodological rigor and reproducibility.
- Demonstrates objectivity.
- Demonstrates thorough consideration and comparison to existing knowledge.
- Is formally written and referenced.
- Is peer-reviewed and judged to be of scholarly merit.
- Is disseminated to appropriate audiences through accepted distribution mechanisms.



III. Peer Review

Peer review, an essential component of scholarly endeavors, is the critical analysis of a professional work and includes the following elements:

- Validation of the integrity of the work and its creators/investigators
- Critique of methodological and technical rigor
- Evaluation of quality and accuracy of the work
- Critique of the results
- Assessment of uniqueness, contribution, and importance to the communities to which it professes relevance

Peer review methods are stipulated by the expectations for the outcomes and may include internal or external (independent) review. Confidential documents may be reviewed in a confidential manner by external or internal mechanisms. Internal and external peer review are improved through standardized criteria, anonymity of reviewer, and sufficient education and experience of the author(s) and reviewers.

IV. Ethical Standards in the Conduct of Research

Adherence to ethical standards of practice and behavior in institutional activities is expected by all members of the University of Western States community: faculty members, students, and staff members. All involved are responsible for ethical conduct in intellectual and scholarly activities, including transparency and reporting standards in data representation and publication, to uplift the university community through the development of new learning. Violation of the ethical standards of conduct in research negatively impacts the entire university community.

A review process is conducted when an allegation of misconduct is directed against any member of the university community who is a participant on any research project.

Related Policy: [Policy 1230 Academic Integrity](#)
 [Policy 8003 Institutional Review Board \(IRB\)](#)
 [Policy 8004 \(B\) Development of Research Activities](#)

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