

4.12 Evaluation of Faculty

4.12.2.2 SCHOLARLY RESEARCH AND CREATIVE WORK

As teachers, scholars, and artists, faculty are expected to contribute to the fields of knowledge within their expertise. Scholarship and professional activity are manifested in many ways - for example, by research, paper presentations, publications, editorships, creative performance and exhibits, and by continued study in the discipline.

The primary standard for assessing scholarship is external peer review or endorsement. ***It is the duty of the school or planning unit to specify what constitutes meaningful peer review or endorsement in a given academic area.*** These criteria must be included in approved bylaws, policies and procedures. Upon initial adoption or revision by the provost and VPAA, the standards adopted by individual planning units and schools will be incorporated into Volume IV of this *Ithaca College Policy Manual*.

The specific form and intensity of scholarly activity within the College appropriately varies between academic departments due to inherent differences among the disciplines and includes, for example, articles in journals, research monographs, scholarly books, treatises, chapters in larger works, papers presented at academic meetings, and published instructional materials. In addition to traditional written works, scholarship may encompass peer reviewed activities that advance professional practice - stage productions, musical performances, art exhibits, mathematical and scientific formulas, and software creation.

The types of scholarship and assessment criteria are set forth below. ***Again, it is the task of planning units to elucidate in their policies and procedures how these criteria apply within their academic areas.***

4.12.2.2.1 Types of Scholarship

The College embraces five basic types of research activity adapted from the Boyer model of scholarship. The five categories defined below do not embrace the entire range of valuable scholarship, nor are they listed in order of priority. Rather, the categories denote five areas of scholarly activity that the College has chosen to recognize as particularly significant. By defining these categories, the College makes it possible for faculty members and individual academic planning units to identify more clearly the role of scholarship at the College.

1. The Scholarship of Discovery encompasses those activities that extend the stock of human knowledge through the discovery or collection of new information. Such scholarship seeks to confront the unknown and typically exhibits a dedication to free inquiry, disciplined investigation, and the pursuit of knowledge for its own sake. The Scholarship of Discovery includes, but is not limited to, what is sometimes referred to as basic or original research.
 1. Examples of the Scholarship of Discovery may be drawn from the sciences, such as the development of new materials and drugs, the discovery of unknown physical phenomena, and the identification of laws governing physics or mathematics. Across the disciplines, many types of empirical research, involving the use of quantitative techniques from the social sciences, fall within the Scholarship of Discovery. Work that is so highly original that it cannot fairly be regarded as merely interpretive, interdisciplinary or an extension of the work of others may constitute the Scholarship of Discovery.
2. The Scholarship of Integration encompasses scholarly activities that are primarily interdisciplinary or interpretive in nature. Such scholarship seeks 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 a way that brings new meaning to those facts.

1. Interdisciplinary works, such as those that use economic or psychological analysis, may qualify as Scholarship of Integration. The same is true of evaluative and interpretive works, such as review essays, which probe the merits of another's work from a particular viewpoint, such as a religious, political, or gender-based perspective.
3. The Scholarship of Application encompasses scholarly activities that seek to relate the knowledge in one's field to the affairs of society. Such scholarship moves toward engagement beyond academia in a variety of ways, such as by using social problems as the agenda for scholarly investigation, drawing upon existing knowledge for the purpose of crafting solutions to social problems, or making information or ideas accessible to the public.
 1. Examples of the Scholarship of Application include such diverse forms of endeavor as drafts of model legislation; articles and books examining the legal, economic, or ethical implications of new social phenomena; editorials and opinion pieces involving issues in one's discipline; and certain types of research in the applied sciences.
4. The Scholarship of Teaching encompasses scholarly activities that are directly related to pedagogical practices. Such scholarship seeks to improve the teaching and advising of students through discovery, evaluation, and transmission of information about the learning process.
 1. Examples of the Scholarship of Teaching include publications about pedagogy and methodology, development and publication of instructional materials, the conduct of workshops on innovative teaching methods, and the creation of computer exercises in areas relating to one's discipline.
5. The Scholarship of Artistic Endeavor encompasses scholarly activities that are directly related to the creative process, especially in the fine or applied arts. Such scholarship may seek to bring about new artistic creations or to present existing works.
 1. Examples of the Scholarship of Artistic Endeavor include stage presentations (both drama and music), exhibitions, new editions of music or visual art, musical performances, art exhibits, and the creation of new art forms or new techniques within an art form.

Some works of scholarship have attributes that legitimately fall within more than one of the categories. For example, the scholarship of application partially overlaps with the requirement of service. In cases where public service involves the direct application of knowledge in one's field to the affairs of society, the work counts toward satisfaction of both service and scholarship requirements for promotion, retention, and salary increases – provided the activity encompasses some facet of peer review or endorsement.

Similarly, the Scholarship of Teaching must be distinguished from teaching itself. The Scholarship of Teaching involves the discovery, evaluation, and transmission of information about the learning process. Teaching, in contrast, involves the application of that information through actual instruction.