

The Business Department faculty has outlined general standards and endeavors that constitute scholarship as they correspond to the four categories of scholarship as defined in the Faculty Handbook. The department believes that a fifth area should be added that address professional activities of the business faculty as recommended by the International Assembly for Collegiate Business Education (IACBE). The minimum expectation is that each member of the department with a full load of classes will devote time to at least one of the scholarship activities and be expected to produce annually the results of such scholarship. This would be incorporated into the faculty member's self evaluation portfolio as evidence of their scholarship requirements. Individual faculty members with administrative approval, who negotiate a reduced course load, would be expected to increase scholarship activity. The standards have been derived from guidelines provided by Medaille's accrediting body, the IACBE, and the accrediting body of the Association to Advance Collegiate Schools of Business (AACSB).

The scholarship of teaching

Learning and pedagogical research: These activities influence the teaching-learning activities of the institution. Examples include but are not limited to the preparation or evaluation of new teaching materials for use in courses, creation of teaching aids, new teaching/learning assessment tools, curriculum review and revision, and participate in workshops and research on pedagogy.

The scholarship of discovery

Discipline-based scholarship (research): These activities contribute to the theory or knowledge base of the faculty member's field. Examples include but are not limited to published and unpublished research results for articles, manuscripts and books, papers presented, session chairs, dissertation/thesis and theoretical innovation.

The scholarship of integration (note: this one is straight from the faculty handbook)

The Scholarship of Integration involves work that seeks better to understand existing knowledge by making connections across disciplines, illuminating data in a related manner, drawing together otherwise isolated factors, or placing known information into broader contexts. Examples include interdisciplinary work that uses economic and/or psychological analysis, or evaluative or interpretive essays that probe the merits of another's work from a particular point of view – such as a political, religious, or gender-based perspective.

The scholarship of application

Contributions to practice: Often referred to as applied research, these activities influence professional practice in the faculty member's field. Examples include but are not limited to articles in practice-oriented journals, presentations at conferences, workshops or seminars,

creation and delivery of executive education courses, development of discipline-based practice tools, contract research, technical assistance, policy analysis, program evaluation and published reports on consulting.

Professional activities

Growth of experience and involvement in the business community: These activities develop or maintain practical experience which enhances a student's classroom experience. It also included participation in the business community maintaining a connection between theoretical concepts and practical applications. Examples include but are not limited to routine consulting, professionally related-service, officer of professional organizations and involvement in professional organizations and meetings.