

Faculty Handbook/Volume IV of the Medaille College Policy Manual
Appendix 4.5.3.3: Criteria for Assessing Scholarship
School of Education

The School of Education is attempting to provide a list of activities for promotion and tenure to use to ascertain if education faculty have met the requirements for scholarship. The faculty is made up of scholars and practitioners. This list is not exhaustive because it would be impossible to state every activity, but rather the list will provide a frame in which to guide the promotion and tenure committee. Many of the criteria listed may appear to overlap, but address the various avenues in which scholarship might be pursued. We expect faculty to meet some of the requirements in each of the 4 categories, but not all.

The Scholarship of Teaching

- Publications (including books written or edited, book chapters, journal articles, children's literature, on-line articles, poems, essays, teacher manuals, and case studies) that focus on teaching (meeting the NYS Standards and/or the Ontario Expectations).
- Development and publication of instructional materials (including materials for on-line class, book compilations that are used for multiple sections)
- Conference presentations, seminars, colloquia, readings, and other talks about teaching pedagogy and methodology (including materials that are used in the act of teaching for
- Conducting or presenting workshops about teaching pedagogy and methodology (including professional development workshops)
- Development and creation of on-line instruction and study groups for alternative modes of delivery
- Other activities may be included as Scholarship of Teaching

The Scholarship of Discovery

- Publications (including books written or edited, book chapters, journal articles, children's literature, on-line articles, poems, essays, teacher manuals, and case studies)
- Presentation of original work (including books written or edited, book chapters, journal articles, children's literature, on-line articles, poems, essays, teacher manuals, and case studies)
- Prizes, fellowships, grants, and additional funding that is used to support or reward research, original work, and program development
- Public Displays and exhibits of original work at K-12 schools, institutes of higher education, and other public domains, such as libraries, museums, art galleries, teaching centers.
- Development of professional development workshops
- Citations by others of one's Scholarship of Discovery
- Other activities may be included as Scholarship of Discovery

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The Scholarship of Integration

- Publications that summarize or synthesize work in one's discipline or among disciplines
- Consultation that summarize or synthesize work in one's discipline or among disciplines
- Conference or workshop presentations and seminars that summarize or synthesize work in one's discipline or among disciplines which include scientific or scholarly research or topics of current professional concern or interest.
- Editorial Board
- Other activities may be included as Scholarship of Discovery

The Scholarship of Application

- Development of partnerships with local schools where faculty instruct, inform, model, mentor and research best teaching practices
- Development programs that benefit teachers and children in the region (including reading, writing, special needs, discipline, diversity)
- A participant in nationally and state recognized organizations that influence policy implementation and change
- Editors of refereed journals

Relevant Handbook Language

(from section 4.5.3.3.1)

1. The Scholarship of Teaching, which entails the contribution of new knowledge or practice to the improvement of pedagogy. The Scholarship of Teaching involves the disciplined discovery, evaluation, and transmission of information about the learning process. Examples include publications about pedagogy and methodology, development and publication of instructional materials, conducting workshops on innovative teaching methods, or the creation of online instruction in areas relating to one's discipline.

2. The Scholarship of Discovery, which entails innovative and original research, presentation, or performance in a discipline. The Scholarship of Discovery involves work that is so highly original that it cannot be regarded as merely interpretive, interdisciplinary, or an extension of the work of others. Examples of the scholarship of discovery include: in the sciences, the development of new materials and drugs, the discovery of unknown physical phenomena, or the identification of laws governing physics or mathematics; in the social sciences, empirical

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research that involves the use of quantitative techniques and analysis to explain phenomena. The Scholarship of Discovery also includes creative work of the faculty in the literary, visual, and performing arts.

3. The Scholarship of Integration, which involves the dissemination of knowledge through published summaries, or synthesis of the work in one's discipline or among disciplines, 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.

4. The Scholarship of Application, which entails creative and original applications of theory or knowledge that contribute to the betterment of real world situations. The Scholarship of Application involves work that seeks to relate the knowledge in one's discipline beyond academia to the affairs of society. Examples include work that uses social problems as the agenda for scholarly investigation, the drafting of model legislation, or participating on the editorial board of a referred publication.

The four categories as outlined above do not embrace the entire range of valuable scholarship. Rather, the categories denote four areas of scholarly activity that the College has chosen to recognize as particularly significant. By outlining these categories, the College makes it possible for faculty members and individual academic departments and programs to identify more clearly the role of scholarship at the College.