

**DEFINITION OF SCHOLARSHIP (revised 11/3/17)**  
**The State University of New York at Canton**

**Introduction**

The mission of SUNY Canton is student-centered and teaching is the primary purpose of the College. SUNY Canton recognizes that scholarship is essential to excellent teaching. As stated in the *Faculty Handbook*, scholarship includes those activities that contribute directly to the cumulative knowledge or creative resources in a faculty member's discipline.

Scholarship can take many forms. Regardless of the form in which scholarship is presented it should:

- a) Result in a product or artifact that reflects one's professional and academic expertise;
- b) Be reviewed by disciplinary peers external to the campus community; and
- c) Be disseminated beyond the campus.

SUNY Canton faculty members, regardless of degree/professional credentials and/or academic discipline/program level, should strive to reflect their professional and academic expertise by creating scholarly products related to the discipline, having them reviewed by peers external to the SUNY Canton community and disseminating them beyond the campus. This work can take many forms, including writing grants, creating documentaries and videos, writing and publishing articles in peer-reviewed publications, writing papers for presentations at professional conferences and other professional settings, producing innovative professional methods or novel artifacts, or other traditional and non-traditional forms of scholarship. Examples of scholarship at SUNY Canton go beyond traditional products, peer-review, modalities and venues because of the focus on technical, career-oriented programs.

Examples of scholarship also include creative endeavors and scholarly products that reflect the spirit of The Boyer Model (Scholarship Assessed: Evaluation of the Professoriate (Glassick, Huber, Maeroff, 1997)).

The Boyer Model definition of scholarship includes four dimensions:

1. The scholarship of discovery
2. The scholarship of integration
3. The scholarship of application
4. The scholarship of teaching

This model extends the definition of scholarship beyond traditional forms of scholarly activity, maintaining the integrity that the scholarly activity demonstrates professional expertise, is peer reviewed, and is disseminated.

To these dimensions, at SUNY Canton we add:

1. The scholarship of professional practice
2. Faculty-student collaboration on scholarship

**Scholarship of Discovery**

The scholarship of discovery encompasses traditional research as well as creative work in the literary, visual, and performing arts. Examples: refereed publications based on research, scholarly books, book chapters, entries in reference works, and/or monographs. Applied examples also include patents and innovative products.

### **Scholarship of Integration**

The scholarship of integration involves the creation of new knowledge through the analysis of ideas coming from multiple sources of previous knowledge. Examples: professional development workshops, literature reviews, presentations of research at scholarly conferences or invited conference presentations/roundtables, and non-academic publications that address discipline-related concerns. Applied examples include textbooks and manuals.

### **Scholarship of Application**

The scholarship of application involves the analysis of previous works, including theory and research, to design new practices which are peer-reviewed and disseminated. Examples: research grants, development of centers for study or service, research projects that address issues of local, state, or other need, preparation of documents such as briefs, manuals, or other publications based on research for the good of the community (theory into practice).

### **Scholarship of Teaching**

The scholarship of teaching represents the creation of new knowledge about effective pedagogical practices in the faculty-member's discipline. Examples: a publication of findings in a pedagogical journal or presentation at a conference with peers external to the College. Applied examples also include presentation of curricula, pedagogy and assessment work at conferences.

### **Scholarship of Professional Practice**

Because SUNY Canton has a focus on technical and career focused programs, it is important to extend Boyer's model and add the category of the Scholarship of Professional Practice. This area could fit under the Scholarship of Application, but because of the focus of SUNY Canton, it merits fuller definition as a category of its own. The Scholarship of Professional Practice involves work that meets the criteria of scholarship (a discipline related product, peer review, and dissemination). However, each of those three criteria must be interpreted within professional practice. For example, the product may be a written report completed as an expert consultant. In this example, peer review would consist of the acceptance of the disciplinary peers in the employing industry. Dissemination, although more focused, involves the delivery or presentation of the report to industry peers.

### **Cross Category Scholarship**

Scholarly work may represent more than one category. For example, a workshop to a scholarly or professional audience, which also leads to the publication of workbooks, manuals, documents, or other public policy documents, could be placed in the categories of scholarship of integration, scholarship of application, and scholarship of teaching. Individual faculty will delineate how their scholarly work fits into one or more categories, but scholarly activity must meet the three criteria of demonstrating professional expertise, being reviewed by peers, and being disseminated.

### **Faculty-Student Collaboration on Scholarship**

When faculty collaborate with students on a scholarly activity, the faculty role may range from support to lead researcher. Nevertheless, when the product of such work meets the three criteria of scholarship, it is considered faculty scholarship. This is important as a teaching institution.

The faculty contribution and quality of the product, peer review and dissemination may be considered.

### **Faculty Collaboration on Scholarship**

When faculty collaborate with other faculty or staff, within their own discipline or across disciplines, within the walls of this campus or across campuses, significant contributions are of value and should be evidenced in the faculty portfolio.

### **Conclusion**

SUNY Canton considers scholarship as essential to a faculty member's teaching. As seen above, the scholarly activity may emerge in traditional or nontraditional forms, but to be considered scholarship, such a product must demonstrate the use of one's professional and academic expertise, review by peers external to the SUNY Canton community, and dissemination beyond the campus.

Adapted from the "Definition of Scholarship" drafted by the Bellarmine College Department of Communication.