

Appendix A: Scholarship Definition and Examples

For use by candidates for promotions and others who help to review faculty dossiers

This document serves as a supplement to the Standards and Criteria for Appointment, Rank and Promotion Policy. Excellence in scholarship is required for promotion to senior ranks.

Definitions:

A. Scholarship: Excellence in scholarship is required for appointment and promotion to senior ranks for all Areas of Distinction. Scholarship is the basis for continuing appointments (tenure) and is composed of three distinct components relevant to academic activities within Areas of Distinction. These components are 1) Advancement of knowledge, 2) Dissemination, and 3) Impact/Recognition (Milner, Flotte, Thorndyke, 2023). Faculty should have a meaningful role in scholarship. See a non-exhaustive list of scholarship examples below.

Components of Scholarship:

a. Advancement of knowledge: This is represented by innovation and/or creativity in the categories of Research, Healthcare Delivery, and/or Education and through the processes of discovery, integration, application, and/or transmission of knowledge as defined in Boyer's expanded definition of scholarship (Glassick, 2000). Advancement of knowledge may fit into a single category or cross-over multiple categories below.

- i. **Discovery:** Gaining or creating new knowledge and/or new ideas within a discipline or field.
 - ii. **Integration:** Synthesis of existing knowledge or theories within or across one or more disciplines or professions to generate or promote a new understanding or direction in one's field.
 - iii. **Application:** Utilization of knowledge and professional expertise to solve problems in the community, field, and/or university, and/or generate new knowledge and/or novel methods.
 - iv. **Transmission of knowledge:** Development of novel means for education (teaching, per Boyer's definition) of learners; often also utilizes the three preceding forms of advancement of knowledge.
- a) **Dissemination:** Dissemination is distributing, sharing, or publicizing work by means appropriate to a particular field. Faculty are responsible for sharing and promoting their work to broader society and/or the academic community beyond the home institution. Dissemination of scholarship makes the work available for peer review and critical reception so that it can be validated. See peer review examples under Impact/Recognition.
 - b) **Impact/Recognition:** Impact and recognition are measures of how advancement of knowledge and its dissemination have moved a field forward. Review and/or acceptance by peers who recognize the impact of scholarship in the candidate's particular field is expected. Holistic assessment of the candidate's dossier, including review of disseminated scholarship, is gained through external review as provided by letters from external evaluators.

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Examples of Scholarship

Examples are provided to offer suggestions allowing faculty to use our broad definition of scholarship and to fulfill scholarly output requirements in which excellence can be assessed through breadth and depth of accomplishments including quality, quantity, and impact of the work. A scholarly process is emphasized for some areas of work, versus scholarly products. This list is meant to serve as a resource to enable faculty to assist faculty in identification of scholarship within their own work and may not represent all types of acceptable scholarship.

***Examples of Advancement of Knowledge:**

This list can be used for any of the areas of distinction and may be a closer fit to one or more areas. For example, the discovery of novel findings in the laboratory might be a closer fit if the candidate is utilizing “Excellence in Research Distinction.”

Discovery: Gaining or creating new knowledge or ideas within a discipline or field.

Broad examples include: Discovery of new knowledge through investigation; development of original ideas or concepts in the arts, humanities, or sciences; development of a unique clinical program or test; and development of a unique method of teaching.

Specific examples of discovery include, but are not limited to:

- Novel observations in the conduct of laboratory investigation
- Development of novel theories or ideas
- New technology, ways of collecting data, or advances in the use of technology
- Original research, with development of ideas or concepts, in the sciences, arts, humanities and social sciences, including theoretical and empirical research
- Creative works in the health humanities, including poetry, fiction, creative nonfiction, plays, dramatic performances, dance performances, art and art exhibitions
- Epidemiologic studies that identify previously unknown associations, or other findings
- Creating, implementing and testing new models of teaching, curriculum design, mentoring, or assessment
- Computational analysis of datasets that create new knowledge/understanding
- Novel case reports identifying unique findings in patients, ethical issues, or other remarkable discovery
- Development of a unique clinical program, diagnostic test, and/or intervention with evidence of improved outcomes
- Development, analysis, implementation, and/or evaluation of global health programs.
- Creation of a new remediation strategy resulting in improved learner success
- Development of advocacy initiatives such as through community engagement, service learning, and professional societies to improve the healthcare of populations (including DEIA initiatives)

Integration: Synthesis of existing knowledge or theories within one or more disciplines or fields to generate or promote a new understanding or direction in one’s field.

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Broad examples of integration include: Use of literature reviews to advance a field forward, creation of professional development workshops, and collaborative scholarship that utilizes concepts, ideas, and expertise across disciplines.

Specific examples of integration include, but are not limited to:

- Synthesis of ideas and concepts to create a new model or approach to research methodology
- Interdisciplinary or interprofessional humanities or social science collaborations, research, and pedagogy
- Creative work in the arts that synthesizes knowledge, disciplines, or professions
- Combining two surgical procedures or therapeutically altering two or more biological processes in novel ways that ameliorate a particular disease process in ways not previously considered
- Integration of the humanities into STEM coursework
- Support to healthcare systems understanding and improvements, such as through the study of epidemiologic data and/or advocacy efforts

Application: The utilization of knowledge to solve problems and/or generate novel methods.

Broad examples of application include: innovative solutions to scientific questions, community problems, or improved medical treatments; Programs that draw on research findings and innovations to address social problems; Use of innovative methods, technologies or therapies, and/or novel applications of existing methods and technologies.

Specific examples of application include, but are not limited to:

- Scientific approaches that lead to better treatment outcomes and/or scientific breakthroughs
- The development of products, policies, and organizations
- Web-based resources including educational modules and electronic aids for quality improvement or other checklists
- Development of consultation services
- Improvement, refinement, or mastering of complex medical procedures; Innovative approaches that improve safety, quality, and/or efficacy of healthcare delivery
- Creation of new remediation strategies to support student success
- Arts- and humanities-based programs to improve the health and well-being of members of Syracuse and Central New York communities
- Innovative approaches that improve safety, quality, and/or efficacy of healthcare delivery;
- Community engagement programs, centers and activities
- Development of community partnerships to improve healthcare, DEIA, other university mission
- Development of centers for study, service, or practice
- Briefs, manuals, white papers, policies and guideline documents

Transmission of knowledge (or teaching): The development of novel means for the education of learners and often utilizes the three preceding forms of advancement of knowledge.

Broad examples of transmission include use of novel means of sharing information through technology, advocacy, and pedagogy; designing, developing, revising, and assessing curricula

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Specific examples of transmission and teaching of knowledge may include, but are not limited to:

- Novel inclusion of web-based media into courses that improve transmission of knowledge and support advancement of knowledge
- Community-based or off-campus teaching
- Improvement of evidence-based new and/or improved pedagogical practices
- Scholarly use of digital media for dissemination of knowledge, such as through podcasts, social media, or other means
- Advocating with policymakers and the public using a scholarly approach and with positive outcomes
- Creative work disseminated through performance, exhibition, etc.
- Arts, humanities, or social science educational research projects disseminated through conference presentations or scholarly publication

Broad examples of dissemination include invited presentations, publications, exhibits and other significant scholarly and creative products.

Specific **Examples of dissemination of scholarship include but are not limited to:**

- Innovative educational materials and products shared beyond the home institution, published in print or other media such as syllabi, curricula, web-based training modules or courses, technologies (e.g., simulation), educational methods, policy statements, and/or assessment tools with evidence of improved learner outcomes and/or adopted by others outside the home institution
- New therapies and technologies shared beyond the home institution
- Evidence-based products such as regional or national policy statements, safety and quality studies innovations in patient care utilized beyond the institution, and clinical guidelines
- Internet based publications such as blogs, interactive websites, maintenance of certification or other faculty created online modules or courses, Apps
- AR, VR projects shared or developed collaboratively beyond the home institution
- Creative works such as performances, simulation programs, poetry, public art, other published forms of storytelling
- Legislative testimony
- White papers
- National policy committee membership with publication of national guidelines

Broad, non-exhaustive examples of impact and recognition include: peer review and acceptances of scholarship, conference presentation selection, grant awards, other external critical review of scholarship, honors and awards, invited academic service, high impact factors, achievements of mentees and learners, quality metrics, and other metrics; usually validated through external evaluator letters.

Specific **examples of impact/recognition include but are not limited to:**

- Journal and/or book peer reviewed acceptances

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- Other peer acceptances such as through jury/judge selection, or representation of art in a gallery or museum, demonstrate recognition outside the home institution
- Local, regional, professional society or other recognition such as honors, prizes, or awards for:
 - Research investigations or other scholarly work
 - Clinical expertise and/or health care delivery at local or regional level
 - Education such as Excellence in teaching, Departmental awards, President's Awards, society recognitions for education
- Appearances in regional and national news networks as an expert in one's field
- Invitations to provide grant review (for example NIH grant reviewer), invitation to be on a review panel of federal funding agencies
- Digital analytics which may include quantitative measurements of the performance of online content, including views/downloads, news media mentions, social media, websites, and other online information, as appropriate to the work being evaluated
- Citation counts, h-indices, and journal impact factor for peer-reviewed publications; other metrics may be used as a measure as appropriate to the work being evaluated
- Press Ganey reports with positive results
- Invited journal reviewer, membership on editorial boards
- Invited education site visitor reviewer (e.g., [examples])
- Invited question writer for licensure/certification exams or boards (e.g., National Board of Medical Examiners, Healthcare Ethics Certification Commission, [other less well-known examples])
- Speaking invitations, for presentations at local and regional professional societies, grand rounds, etc. such as keynote presentations at international/national conferences
- Election to office in academic/professional societies
- Membership on advisory or program committees of national/international conferences

References:

- Milner RJ, Flotte TR, Thorndyke LE. Defining Scholarship for Today and Tomorrow. J Contin Educ Health Prof. 2023 Apr 1;43(2):133-138.
- Glassick, CE. Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching. Academic medicine, 2000 Vol.75 (9), p.877-880.