SPS is part of a broader university community, a community that, for the most part,

domain might be operationalized as a new program or course with a multi- or interdisciplinary component, as well as more traditional forms of scholarship (e.g., publications).

Scholarship of Application involves scholarship that applies the knowledge gleaned from the discovery of others with an eye toward (1) solving practical problems and (2) discovering new knowledge, understanding, and insights. SPS has many faculty members who already engage in this type of scholarship, applying their expertise toward solving practical problems in a way that produces artifacts for dissemination (e.g., books, research articles, presentations). Furthermore, all existing master's programs within the school require a Master's Research Project, which meets the criteria for this form of scholarship. While SPS could invest in all forms of scholarship, the evidence would suggest that one of its greatest strengths currently lies here.

Scholarship of Teaching involves gaining and disseminating knowledge through the process of teaching. Given that scholarship is about the process of developing new knowledge and insights, the process of teaching – as a dynamic process between faculty and students – is a form of scholarship. When faculty members create an environment that stimulates new and creative insights for themselves and their students, the teaching can and should be considered a form of scholarship (as contrasted with the view of faculty as transmitters of existing knowledge only). Self-evaluation, peer review, student evaluations, and even peer-reviewed publications in teaching journals all constitute an effective way of triangulating scholarship that stems from teaching. Although SPS has the potential to more fully address the scholarship of teaching and cultivate it as a strength, it currently does not do so on a consistent basis at the present time.

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A more comprehensive view of research and scholarship creates the opportunity to set a research and scholarship agenda that will provide strategic benefit for SPS. Specifically, there are three broad strategic directions that should be the focus of such efforts:

1. Development of appropriate and accessible metrics, dashboards, and tools that can be leveraged to monitor and enhance school and program performance outcomes (such efforts must also involve the Center).
2. Implementation of a systematic program of research directed toward identifying high-leverage opportunities for enhancing marketing and recruitment, advising and retention, and academic program expansion (such efforts must also involve the Center).
3. Cultivation of an environment that promotes the scholarship of integration, application, and teaching, ensuring support, recognition, and rewards are aligned with such an environment.

While these areas are quite broad, they can be operationalized as more specific goals to be accomplished over 1-, 2-, or 3-year periods.

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List of activities that will count as scholarship

Minimum standards for scholarship across the school but determined by one's overall jotdholarship