

Faculty Scholarship and Scholarly or Creative Activity

While the category of scholarship and scholarly or creative activity is sometimes considered separate from teaching, at Sanford Burnham Prebys Medical Discovery Institute's (SBP) Graduate School of Biomedical Sciences (GSBS) the two are closely linked. Scholarship is largely defined by a scholarly or creative product that is usually peer-reviewed, whether by other scholars or professionals in the field. This involves attending and presenting at professional conferences; writing books, articles, and book reviews; etc. Scholarly or creative activity is defined as the process of research leading to scholarly or creative products and the active participation in one's discipline or in interdisciplinary work. It takes the form of original research or creative endeavors, integrative scholarship, and sharing knowledge with peers in the profession. At a minimum, scholarly or creative activity requires demonstrated effort at professional self-development through keeping abreast of the state of the art in one's field. At SBP GSBS, given the emphasis on research education, the participation in graduate research and research on course preparation and teaching are considered forms of scholarly activity.

Members of the GSBS faculty are expected to engage in scholarly or creative activity, some of which results in scholarship. Scholarship and scholarly or creative activity that involves students, community engagement, and/or interdisciplinary work is noteworthy. Research and scholarship are especially valuable when they enhance teaching. The following are examples of scholarship and scholarly or creative activity:

Scholarship

- * publications in journals (indicate if refereed), review articles, edited volumes and scholarly books or chapters^[SEP]
- * other writings such as textbooks, book reviews, or software; or non-print instructional materials
- * presentation of papers or posters

Scholarly or Creative Activity

- * participation in ongoing research or creative activity
- * submission of grant proposals and grant-funded activities^[SEP]
- * editorships and peer reviews
- * attendance and participation in professional meetings, chairing of paper sessions, participation in symposia^[SEP]
- * professional development activities^[SEP]
- * work completed (but not yet published or presented) or in progress
- * participation in graduate research
- * research for course preparation and teaching

Faculty should identify factors that contextualize performance in these areas, including awards for scholarly or creative work, competitiveness or stature of journals or conferences in one's discipline, changes in one's line of research, obligations in other areas, or other relevant considerations. For community-engaged scholarship and scholarly or creative activity, Faculty should clarify the role of his/her expertise in the work, the faculty role in the process, the process and products of the inquiry and their relevance to academia and the public purpose.