

Unified Faculty Scholarship Model Resolution

Affirming the seven strategic goals positioned to serve our University's Vision and Mission,

Bearing in mind the need of transformation set forth by these goals,

Cognizant of the importance of faculty role in achieving these goals,

Recognizing the increased scope of the faculty's scholarly activities,

Aware of the rigidity of the current definitions of scholarly activities, and

Having studied the UniScope scholarship model that provides transparency, consistency, and universality across colleges,

Now therefore, the Faculty Senate:

1. Endorses the UniScope Scholarship Model as a framework for scholarly activities;
2. Affirms that this requires "a culture change rather than a paper process change" in order to achieve strategic goal #7;
3. Proposes the deployment of UniScope Scholarship Model for tenure and promotion assessments, incentives, and rewards processes;
4. Requests colleges to revisit and redesign their tenure and promotion policies
 - a. Recommends the resolution to be implemented gradually on a rotation academic units/colleges come up to Tenure and Promotion policy review as noted here:
 - i. 2016-2017: College of Education, College of Engineering
 - ii. 2017-2018: College of Fine Arts, Fairmount College of Liberal Arts and Sciences, University Libraries
 - iii. 2018-2019: Barton School of Business, College of Health Profession
5. Accepts that each academic unit or field will have its own examples for different dimensions of scholarly activities in this framework.

| UniScope | | DISCOVERY OF KNOWLEDGE | INTEGRATION OF KNOWLEDGE | APPLICATION OF KNOWLEDGE | EDUCATION OF KNOWLEDGE |
|---------------------------------|--------------------------------|---|--|--|---|
| The FORMS of Scholarship | TEACHING Scholarship | <ul style="list-style-type: none"> - course innovation - course improvement - conceptual insights from course preparation or discussion - faculty insights from supervision of theses and dissertations | <ul style="list-style-type: none"> - cross disciplinary teaching - multi-disciplinary teaching - integrative courses - capstone courses | <ul style="list-style-type: none"> - course innovation - course improvement - conceptual insights from course preparation or discussion - faculty insights from supervision of theses and dissertations | <ul style="list-style-type: none"> - course innovation - course improvement - conceptual insights from course preparation or discussion - faculty insights from supervision of theses and dissertations |
| | RESEARCH Scholarship | <ul style="list-style-type: none"> - basic research - original works - evaluation research | <ul style="list-style-type: none"> - multi-disciplinary and integrating research - cross disciplinary teams - integration of creative works from several fields | <ul style="list-style-type: none"> - applied research - policy research - performances of original works - demonstrations - technical assistance | <ul style="list-style-type: none"> - student laboratories - theses and dissertation research (the objective is educating students about research and methods) |
| | SERVICE Scholarship | <ul style="list-style-type: none"> - participation in task forces, think tanks, and other problem solving activities - creative, theoretical, or conceptual insights as a result of service to society | <ul style="list-style-type: none"> - academic governance - assistance to corporations, government, and communities that involves integration across disciplines | <ul style="list-style-type: none"> - leadership in professional societies - peer review activities - editorship of journals and professional publications - academic administration - assistance in ones' field to groups, corporations, organizations, government, and communities | <ul style="list-style-type: none"> - student advising and career counseling, advising student activities and organizations - mentoring students - Internships - service learning - expert testimony and consultation |