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DEFINING SCHOLARSHIP AT JOHNSON AND WALES UNIVERSITY: A WHITE PAPER

February 21, 2010

ABSTRACT

This paper provides background discussion and information to begin the process of considering a more explicit definition of scholarship at the University in the coming decade and broadly discusses several of the issues that should be reviewed. The benefits to the University in creating a broad formal JWU definition of scholarship and encouraging faculty to engage appropriately in it both as they do at this time and to increase that focus as appropriate over the next decade. This could lead to increased faculty involvement in the various and multiple forms of learning, improved faculty satisfaction and retention, and an improved ability to attract new faculty. It is also important that the context of the definition of scholarship at Johnson and Wales University be placed in proper perspective to the standards of the New England Association of Schools and Colleges and that is discussed in this paper.

Ernest Boyer's work is a typical starting point for many institutions when considering their definition of scholarship and especially when one has the luxury to engage in creating such a focus with a broader definition anew. Boyer's vision was to encourage colleges and universities to look beyond simply creating research for its sake and to consider a broad range of activities as scholarly (e.g., discovery, integration, service and teaching scholarship). This conceptualization seems to fit such a consideration at JWU.

This paper then presents a review of each of the JWU Eduventures Refined Peer Comparison Group members on their apparent focus on scholarship. Most of these colleague institutions focus on traditional discovery research and sponsored projects. There are interesting examples of teaching linkages and other forms of scholarship examples at these institutions. The key take away from a review of these institutions is that scholarship is recognized, supported and integrated into the culture.

Last, this paper presents a few of the next steps for consideration in formulating an appropriate and mission connected formal definition of scholarship at JWU. The three areas that need to be broadly considered on the way to better defining what scholarship is at JWU are: the support systems, communications and the faculty culture. A first step before discussing these areas and perhaps iteratively with such a consideration is to create a formal definition of what "scholarship" is at JWU based on an iterative and heavily consultation based process.

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The public expects more from higher education than they have in the past both in terms of its providing career-oriented education for their sons and daughters as well as themselves and also in terms of providing real and meaningful impacts to improve the communities in which we are located. Unfortunately far too many major publications and news outlets report principally on elite institutions such as Ivy League schools and other well-known research institutions. In some ways the public perception is shaped by the media presentations. Higher education institutions without research programs, smaller schools and community colleges receive comparatively little media attention, and hence the innovations and contributions are often ignored.¹ Given these larger societal realities it is necessary for us to consider the potential for moving the University from its current ad hoc approach to scholarship to a position where an appropriate and strengthening methodology is used to enhance mission achievement and intellectual excitement for students, faculty and the larger community that we impact.

Scholarship, appropriately defined for our mission and faculty interests, could allow JWU to improve our impacts in practical applications of knowledge. It could also broaden our ability to develop faculty and educate students both inside and outside the classroom to learn about the theories, skills, and issues that both scholars and professionals come across on a daily basis. An appropriate approach to scholarship at JWU will provide more and richer opportunities for students and faculty to interact in a stimulating intellectual and professional context. An applied scholarship focus could have very practical and realistic implications rather than merely theoretical musings and traditional results. A focus on a JWU scholarship approach could build faculty and students' ability to think and work in the world beyond the university and hones independent thinking, creativity, time-management and other practical professional skills not to mention it builds academic and professional confidence.

Johnson and Wales University (JWU) excels in making impacts in the community and additional work and connections to the various communities we serve are part of our culture. In addition, while many Americans continue to express strong confidence in higher education, "some of its Teflon coating may have worn off"² which suggests that we need to continue to not only be our own best advocates but we also need to move forward into the 21st

¹ Jonathan Rossing Public attitudes toward higher education: Gauging the climate through the media, 2010, AAC&U Annual Meeting Blog.

² Downloaded from <http://www.aaup.org/AAUP/newsroom/prarchives/2006/Panel+to+Discuss+Public+Perception+of+Higher+Education.htm> on February 20, 2010.

century in terms of demonstrable productivity and making consequential impacts. The world has rapidly moved into the information age which requires a more sophisticated and educated work force, it demands more retooling as well as continuous education in many fields. There are as well fields of education that now exist that did not when JWU was founded just 100 years ago (e.g., biomedical engineering, pharmaceutical sciences, nutrition, etc.). It behooves us to consider broader career fields and many of these are grounded in applied scholarship within these as well as in the existing areas currently offered.

Given the global trends in information sharing and the changes in various economies, it is important that we consider a move as a University toward more and deeper impacts than currently is the case and particularly in the area of “scholarship” broadly and appropriately defined by us.³ To accomplish this we should begin by forming our own clear, contextual and mission-connected definition of scholarship. Once that is accomplished, an implementation plan for our version of scholarship should be created that will take us forward, over the next decade (at a minimum). It is imperative that the approach to scholarship is true to JWU core values of providing the best possible experiential and career based education, student experience and a global orientation possible. Focusing on creating a working definition and long-term implementation plan to build clarity around what “scholarship” is at the University also is important to creating an even more exiting learning community, building additional program relevance, enhancing excellence and rigor as well as making certain that we are offering the highest quality and most contemporary instruction possible. Scholarship can also, and must at Johnson and Wales, lead to providing students the opportunity for intellectual growth inside and outside of the classroom.

It should therefore be considered whether it should indeed be an explicit goal of the University in the coming decade to encourage, assess, and reward multiple forms of scholarship under a broad JWU definition that an established consensus supports and that is developed through extensive consultation, collaboration and iterative discussions and writings. It should be assumed in our work on creating a Johnson and Wales University definition of scholarship that teaching/learning will remain the most important activity of university faculty members and that “scholarship” should be directly linked with and endemic to this key focus.

³The definition should not be only based on the traditional “research” paradigm as that is a poor model for the university. That is not to say that there are not faculty doing what could be considered traditional research or those who could be doing this sort of research. Applied scholarship, teaching oriented study and action research are more consistent with our ethos and values and should be the first focus as we move forward to consider what “scholarship” is at JWU. We can define scholarship however it best suits us, not how it is defined at other institutions.

BENEFITS OF DEFINING SCHOLARSHIP AT JWU

The benefits to the University in creating a broad definition of scholarship and encouraging faculty to engage appropriately in it include increased faculty involvement in the various and multiple forms of learning, improved faculty satisfaction and retention, and the attraction of new faculty over the coming decades as well, like most institutions, will see growth and retirements.⁴ The potential for a broad definition to help lead to improved reward systems, and increased institutional effectiveness is also a prospective benefit.

Whatever the broad definition of scholarship that is adopted looks like at the University it should generally be defined by the following:

- (1) Scholarly efforts have clear/stated goals
- (2) Scholarship is explicitly linked to the existing literature
- (3) The methods used are defined and repeatable
- (4) Significant results are produced as a result of the effort
- (5) Effective dissemination occurs

So for example scholarly teaching projects must have clear goals, ties to existing literature, methods of implementation that can be used by other faculty, significant results (e.g., study of the results of implementation, etc.), and the results are shared with other faculty or others. Not everything that is currently done by faculty would qualify under the definition of scholarship. For example, a new course development project could qualify if there are larger pedagogical goals, a link to professional literature in the development process, a clear approach and significant changes as well as the potential to present the new course as a model to others.

NEW ENGLAND ASSOCIATION AND SCHOLARSHIP (NEASC)

It is also important that the context of the definition of scholarship at Johnson and Wales University be placed in proper perspective to the standards of the New England Association of Schools and Colleges. More to the point, in Standard 5 NEASC addresses the issue of faculty scholarship rather concisely. NEASC standards state that with respect to Scholarship, Research, and Creative Activity:

⁴ See http://www.academicleadership.org/emprical_research/133.shtml

*All faculty pursue scholarship designed to ensure they are current in the theory, knowledge, skills, and pedagogy of their discipline or profession. The institution defines the scholarly expectations for faculty consistent with its mission and purposes and the level of degrees offered. Scholarship and instruction are integrated and mutually supportive.*⁵

This standard makes it clear that the effort to define scholarship at JWU is expected and necessary and one can argue as well that given such a definition does not currently exist. Beyond the expectation, however, it is useful to the achievement of the aspirations of the institution to make clear how faculty ensure they are current in theory, knowledge, skills and pedagogy of their discipline or professions. The development of the definitions should be developed over time, flexible and as universal as possible across our disciplines. Scholarship can take many forms and we can define the forms that it will take at the University to make certain that we are true to our mission and values.

NEASC further articulates the standard on scholarship by stating:⁶

Where compatible with the institution's purposes and reflective of the level of degrees offered, research is undertaken by faculty and students directed toward the creation, revision, or application of knowledge. Physical, technological, and administrative resources together with academic services are adequate to support the institution's commitment to research and creative activity. Faculty workloads reflect this commitment. Policies and procedures related to research, including ethical considerations, are established and clearly communicated throughout the institution. Faculty exercise a substantive role in the development and administration of research policies and practices.

This clarification makes clear that the definition that results from our efforts to define scholarship at JWU can and rightly should be linked closely with our mission, purposes and values. The level of degrees offered further suggests that there should be a differentiation for graduate and undergraduate faculty in particular but other categorizations of expectations might also apply (e.g., full professors should be engaged in scholarship, etc.). In fact NEASC directly states that the graduate faculty “scholarly expectations of faculty exceed those expected for faculty working at the undergraduate level”⁷ and as such there is a direct need for a change from our current approach.

⁵ Standard 5, 5.19.

⁶ Standard 5, 5.20.

⁷ See http://cihe.neasc.org/standards_policies/standards/standard_four/ at 4.22.

The clarification at 5.20 (above) also makes transparent that scholarship expectations need to be supported by the University and as such we need to be sensitive in the process to where we are and can develop relative to the larger context of the University. This will require us to determine what sorts of supports are needed including the physical, technological and administrative as well as the faculty workload and ideally reward systems.

Last, the NEASC standards at 5.21 states:

Scholarship, research, and creative activities receive encouragement and support appropriate to the institution's purposes and objectives. Faculty and students are accorded academic freedom in these activities.

Therefore, academic leaders at the University should be committed to the definition that results from these discussions and efforts because in turn they must encourage engagement in the effort by faculty.

BOYER DEFINITIONS OF SCHOLARSHIP

Ernest Boyer's work is a typical starting point for many institutions when considering scholarship and especially when one has the luxury to engage in creating such a focus with a broader definition anew. Boyer began his work at the secondary level and then moved to define or argue for a redefinition of scholarship that better serves the missions of higher educational institutions rather than a one-size fits all approach. His vision was to encourage colleges and universities to look beyond simply creating research for its sake and to consider a broad range of activities as scholarly. This conceptualization seems to fit such a consideration at JWU.

To begin it is important to briefly touch on Boyer's model for broad scholarship. Boyer (1990) suggested that there are basically 4 forms of scholarship that could and should be considered. While many institutions focus on the most traditional form of scholarship (e.g., the Scholarship of Discovery), that need not be the case and in fact it would be inconsistent with the JWU culture and values to suggest we do so. What Boyer and now many others have suggested is that scholarship has the potential to be much broader than the scholarship of discovery and that it could have much better impacts and mission coincidence if it is not limited to the traditional form of research.⁸ The following sections provide an introduction to Boyer's views about the four forms of scholarship in the context of what is occurring now at the JWU as well as the potential for future focus.

⁸Boyer even argues that traditional research is broader than articles and books.

Scholarship of Discovery

Discovery involves being the first to find out, to know, or to reveal original or revised theories, principles, knowledge, or creations. Academic discovery reflects “the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead” (Boyer 1990:17).⁹ Discovery includes identifying new or revised theoretical principles and models, insights in the production in the arts, architecture, design, video, and broadcast media. Discovery may be made manifest through dissemination of articles, creative works, grant reports, and so on. The JWU “Academic Year in Review: 2008-2009” document shows that this form of scholarship is very limited at the University. A few faculty at JWU publish in various forms and some of this work may be discovery and some is integration (see next section, below).

The scholarship of discovery model is the most traditional form of scholarship in academic institutions. This is most often referred to as “research” at most institutions. This definition is in some ways the most incompatible with the current approach and culture at JWU. This is not a criticism of either this activity or the University, only what appears to be the current reality.

Despite that reality, this form of scholarship should be part of the consideration in the definition developed at JWU. It may well be a much longer term prospect given the nature of the work needed and time it takes to focus on this approach. It may also be that this form of scholarship will occur in individual faculty cases and perhaps from time to time rather than as a matter of course for all faculty. Discovery scholarship typically requires significant funding which is most often garnered from external sources. JWU has done relatively little of this over the past several years yet that should not constrain the future in this form of scholarship should it suit the university and the faculty interested in participating in such projects.

The current faculty, for the most part, have not been asked to focus on this form of scholarship and while many are capable of participating in it, the logistics, culture and reward system that exists in 2010 is not set-up to move either quickly or in the next 5 years into a discovery-research orientation. By 2020, and with changes in the faculty, however, it is reasonable to suggest that a few of the new faculty that will likely be joining the University will bring this experience and ambition from their graduate school experiences. This could

⁹ Boyer, E.L. Scholarship Reconsidered: Priorities of the Professoriate. Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching, 1990.

well be an expectation that they would bring to the institution that they be permitted to engage in the scholarship of discovery even if only from time to time (e.g., grant related research). There may also be areas (e.g., Culinary, etc.) that do not focus directly on this form of scholarship that, and over the next decade, begin to dabble in this form of scholarship while focusing more energy on the other forms that are more appropriate.

It may also be that the Graduate School and School of Education, given the nature of what they do with students and the existence of research as a prevalent component of their degree programs that those areas will move more quickly into this form of scholarship than in other areas.

Scholarship of Integration

The Scholarship of Integration for Boyer involves “making connections across disciplines, placing specialties in a larger context, illumination data in a revealing way, often educating non-specialists.” Integration creates new knowledge by bringing together otherwise isolated knowledge from two or more disciplines or fields thus creating new insights and understanding. This is sometimes referred to as secondary research as it relies on existing sources and may not be based on original data or research. It is “serious, disciplined work that seeks to interpret, draw together and bring new insight to bear on original research.” It means “interpretation, fitting one’s own research – or the research of others – into larger intellectual patterns” (Boyer 1990:18, 19). Integration brings divergent knowledge, artistic creations, or original works together.

Again, much of the scholarship listed in the “Academic Year in Review” publications over the past few years shows that there is some of this form of scholarship occurring at the University. This form of scholarship is potentially certainly not a universal focus of effort across all departments and faculty. It is also potentially a good starting point for the University as an emphasis with willing faculty, faculty teams and industry/faculty projects because it is more readily accessible when one has limited or no access to laboratories or other physical facilities, research assistance and the released time for more traditional discovery scholarship.

One thread of the scholarship of discovery that should be considered in the formation of a JWU definition of scholarship is the idea of connecting scholarship to industry projects or needs. This could keep the scholarship of integration that is done here closer to the mission, provide other connections to industry that they and the university would value, and it has the potential for exposing both faculty and students to “real world” applications, processes and data.

Scholarship of Application/Service/Engagement

Application scholarship involves bringing knowledge to bear in addressing significant societal issues. It engages the scholar in asking, “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions” (Boyer 1990:22)? Application involves the use of knowledge or creative activities for development and change. With the first two forms of scholarship, scholars themselves tend to define the topics for inquiry. With the scholarship of application, groups, organizations, community, government, or emergent societal issues define the agenda for scholarship.

This form of scholarship is eminently compatible with the mission, values and ethos of JWU. There are many faculty at the University that are engaged in active consulting, assessments, evaluation, and other examples of the scholarship of application. This form of scholarship is more action oriented and in agency/organization focused. The scholarship of application sometimes tends to be less about traditional dissemination products (e.g., a paper or single presentation) than it is about a series of meetings, actions and other activities to support actions as a faculty expert or public intellectual.

This form of scholarship should perhaps be a cornerstone of the scholarship definition at the University. Where it should develop in the future may be to create an internal documentation system or summary reporting mechanism that is reflective and which documents the application/service/engagement’s scholarly nature. That is a standard approach to capturing the writing; speaking, research and expertise brought to bear on a particular project could be created to support the documentation of a scholarship of application project.

Scholarship of Teaching

Most teaching faculty understand that teaching involves developing the knowledge, skill, mind, character, or ability of others. It “means not only transmitting knowledge, but transforming and extending it as well.” Teaching stimulates “active, not passive, learning and encourages students to be critical, creative thinkers, with the capacity to go on learning. It is a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher’s understanding and the student’s learning. Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught” (Boyer 1990:23, 24). The scholarship of teaching is public not private.

Faculty at JWU are focused on the delivery of teaching. The scholarship of teaching involves more than delivery. It focuses on creating thoughtful

assessments of aspects of teaching and learning that can be replicated and disseminated as models. The scholarship of teaching evaluates innovations systematically and suggests improvements. It is more than delivery of courses. It can also be demonstrated in the development of curriculum that requires research and study to determine and critically evaluate proposed changes. The scholarship of teaching is focused on creating public evidence, techniques and other forms of demonstrable support that can be used by others to improve teaching, enhance learning and innovate. This is also a form of scholarship that well suits the faculty at the University and the mission.

THE APPARENT SCHOLARSHIP AT JWU BENCHMARK INSTITUTIONS

The following sections provide some basic descriptions of the sorts of apparent focus on scholarship or support systems that exists at the institutions that are currently benchmarks for JWU.¹⁰ In some cases the expectations are openly available and in others they are implied. In each case the summary is connected as best as can be done to either what is currently the case at JWU or the potential for discussion for the future.

Culinary Institute of America

The Culinary Institute of America (CIA) touts that their faculty are Master Chefs, Pastry Chefs, or Bakers that are certified by the American Culinary Federation (ACF). The CIA claims to have more ACF-certified master chefs than any other college in the world. This certainly is a level of demonstration of professional/scholarly attainment that we could aspire to if appropriate.

CIA also is proud of its accomplishments as the winner of the Culinary World Cup or the Gold Medal at the Culinary Olympics. Competitions are certainly an appropriate scholarly outlet for our culinary faculty and there may need to be recognition that that is the case and a support system may need to be put in place that promotes JWU entering these competitions.

The CIA also recognizes the scholarship of discovery and integration as an appropriate form for their faculty as they have several faculty who are published authors of acclaimed textbooks or cookbooks. While we have also done this, we might consider a more direct method of planning such publications and supporting the same.

In the area of the scholarship of application, the CIA faculty are respected food resources and have been published in *Bon Appétit*, *Nation's Restaurant News*, or *Food & Wine* among other professional publications. This is also a source where we could further encourage faculty to engage in the scholarship

¹⁰ The JWU Eduventures Refined Peer Comparison Group, 2010.

of application. There are examples of this form of scholarship at JWU (e.g., Ed Korry has published in the International Wine Review, and others). JWU might consider a more systematic approach to getting appropriate articles in the popular press and professional press outlets as a form of the scholarship of engagement.

Hampton University

Hampton has a fully developed fairly traditional faculty research grant program that they use to support or seed faculty projects.¹¹ Hampton has a tenure system that supports scholarly productivity. The University also has a visible and significant presence of research on their web site and they have 16 defined and active research centers. At Hampton University they boast that groundbreaking research is underway which is focused on producing technology and innovation in the scholarship of discovery. They have advanced programs in the sciences, engineering, health, computing, architecture and community and related areas. Hampton University is committed to research.

They focus as well on using an integrated model of teaching research. That is Hampton University is pursuing research and scholarships that enrich, inform and influence classroom teaching and their achievements are focused on making broad impacts outside of the institution. The 16 dedicated research centers at Hampton University¹² are at the core of their focus on health, physics, and engineering research.

Clearly Hampton University is much more fully developed in the area of traditional scholarship than is JWU. That said the dual focus on the scholarship of teaching and research centers has potential for the future here. The potential for a center for sustainable seafood is a real example of what might be possible as a first applied research center on campus. There could be similar projects in nutrition and food science that we could build over time. The Hampton example also suggests that we need to build the sciences, health programs and engineering to move forward.

Missouri State University

Missouri State University (MSU) is fully engaged in research and it seeks to undertake research and has a sponsored program that brings indirect cost recovery to the institution. The faculty, staff and students undertake

¹¹ See http://www.hamptonu.edu/onlineresources/forms/policies/research_funds.htm

¹² See http://www.hamptonu.edu/research/res_ctr.cfm

sponsored programs (research). MSU has a tenure system that supports scholarly productivity.

The focus of their efforts is to contribute to the public good very broadly defined. They enable that through basic and applied research projects. They also use this approach because they believe it supports faculty development. "The process of creating, conducting, and disseminating research ensures that faculty keep current in the issues and methods driving their respective disciplines" (website at <http://www.missouristate.edu/research/>). Further they demonstrate that this is occurring through faculty sharing their research results, particularly through peer-reviewed publications and presentation activities. They purport that faculty that remain stimulated by such work will in turn motivate their students. They also report that faculty research is required and prized.

The potential for creative and engaged faculty to bring new knowledge to their teaching, to their industries and create a broader brand for JWU has promise over the long term in as much as such an approach is based on strong collaboration, support and flexibility over the next decade.

Missouri State also maintains that excellence in faculty research and scholarship enhances the quality of classroom instruction. The integration of research into undergraduate and graduate teaching has become a necessity as it is crucial to the vitality of the university and society. They believe that "Professors who on the 'cutting edge' of their disciplines are optimally able to engage students and promote academic curiosity, critical reasoning, and discipline-specific skills." Understanding the research process is critical for educated citizens in an information-rich society in the MSU culture.

Students at MSU have the opportunity to take what they learn in the classroom and apply it to address problems that will provide valuable experience as they move onto their professional careers, and the faculty strengthens the advancement in their professional fields whether that be in basic research where the findings expand the body of knowledge in the natural and social sciences and in the health fields, or through their creative efforts, in the arts and humanities.

Research at MSU is supported by a Vice Presidential area (Research and Community Development) as well as 29 research/practice centers across the university. Faculty sponsored projects are supported by the Office of Sponsored Research and Programs (OSRP) which provides pre- and post-award services that enable faculty and staff to successfully search for and obtain grant funds to conduct research and other scholarly projects that address Missouri State themes of public affairs, professional education, health, business and economic development, creative art, science and the

environment. There is 6 staff within the office of Vice President for Research Office and the area reports to the president. The research program highlights show that MSU has been very successful in earning and completing very interesting and groundbreaking research as well as projects that positively impact the community.¹³ Interestingly as well they have a routine communications system for working with faculty including a grants newsletter.¹⁴

Monmouth University

Monmouth University (MU) has a very developed research system. There is an existing Office of Grants and Contracts (OGAC) which is focused on enhancing MU's internal capability to generate external funding. The OGAC provides the University with a variety of supportive services and assistance to accomplish the mission of attracting external funding. The focus and intention of the OGAC is to make the grant development and submission process as uncomplicated and as user friendly as possible for the Principal Investigator (e.g., faculty member) and the grant development team.

MU believes that grants are an exercise in creative scholarship and the role of the administrative support team is to enhance the internal capability of the University to generate external funding. The administrative system requires that OGAC is the first and last step in the grant proposal process and there is also a commitment to working with faculty and administration to move projects forward. MU has a tenure system and union contract that supports scholarly productivity.

The Office of Grants and Contracts provides interested faculty and staff with a wide variety of supportive services and assistance that includes researching prospective funders, assistance in writing (primarily, although not exclusively, editing), budget development, attendance at meetings and required technical assistance sessions, budget development, assistance in obtaining supportive documents, obtaining necessary University approvals, serving as the liaison to other University offices during the development of grant proposals, and assistance in submitting all proposals, and by providing periodic workshops and technical assistance sessions to faculty and staff on issues of interest, such as the grant development process, budget development, and finding funding sources.

In addition and more specifically, the OGAC:

¹³ See <http://srp.missouristate.edu/22358.htm>

¹⁴ See http://srp.missouristate.edu/assets/srp/Vol_XXIV_Issue_9_November_Fall2009.pdf

- Develop, maintain, and update a current database and calendar of funding sources and opportunities that are applicable to the needs and interests of Monmouth University faculty, administrators, and other professional staff.
- Disseminate the database and calendar of funding sources and opportunities to all faculty and staff on a regular monthly basis.
- Meet with faculty/staff members either individually or in groups to ascertain interests and to discuss opportunities that may be of interest.
- Conduct focused research identifying specific funding sources for specific faculty initiatives.
- Serve as a conduit for communication and liaison with other University offices.
- Provide assistance in proposal development and preparation, to include the development of a common boilerplate, assistance in development of program narratives, edit and analyze content within the context of compliance with RFP requirements and evaluation criteria, and assist in budget preparation.
- Assistance in submitting the final proposal package to the funding source. All electronic submissions must be sent by OGAC, and all paper proposals should include a cover letter signed by the Director of OGAC.
- To the extent possible and appropriate, attend workshops and technical assistance sessions required by the funding source.
- Provide assistance to the extent possible with the management and evaluation of funded projects and programs, as well as preparation and submission of required reports.
- Provide periodic workshops to faculty and staff in areas such as grant writing and the grant development process, budget development, and the identification of potential funding sources.

Last and certainly of note the OGAC provides a fairly well developed and complete grants policies and procedures manual that is webbed and easy to access.¹⁵ The development of a system of support and encouragement over

¹⁵ See

<http://www.monmouth.edu/resources/grants/policies/OGACPolicyProceduresManual.pdf>

the next decade at Johnson and Wales would seem to be essential as we develop our own brand, or flavor, of scholarship. It is apparent that what is supported in real terms and with staff and organizational capacity results in desirable outcomes. MU also has what appears to be a strong undergraduate research program which might be another good starting point for certain areas at JWU.

Pace University

Pace University is similar to the other institutions reviewed so far in that it has a very developed research perspective and support system. It is different in the sense that the Office of Sponsored Research and Economic Development reports to the Provost/VPAA of the University.¹⁶ Pace has a tenure system that supports the expectations of faculty scholarship.

In fact, Pace University strongly encourages the submission of proposals for outside funding and they have been very successful in this effort. Pace University faculty and staff who requested total funding of \$28,555,923 in the past year and received \$12,557,941 in awards. This request level is a record for Pace University, and a 27% increase over the previous year.

Pace accomplishes this level of activity based on the support of the Office of Sponsored Research & Economic Development (OSRED). Their focus is on streamlining the proposal submission process and the assurance of timely external funding and sponsored program submissions. The OSRED accomplishes this through allowing the director of the office (who is also an Associate Provost) to be the official signatory with authorization to sign all proposals for external funding with a total budget of \$500,000 or less. Funds above that amount must be authorized by the President's Office. Pace also maintains an integrated website to support research and grant making as well as an Institutional Review Board (IRB).¹⁷

Pace is an advanced institution with respect to having a significant research program. There is strong organizational support for this program and it is properly sited in the academic structures of the university.

St. Cloud State University

At St. Cloud State University (SCSU), there is, like our other benchmark institutions, a clear understand that exploring the world through academic research is vital to enhancing the educational experience for students. They

¹⁶ See http://www.pace.edu/page.cfm?doc_id=10682

¹⁷ See http://www.pace.edu/page.cfm?doc_id=9880.

actually use this concept on their website as a recruitment statement. They openly invite students (undergraduate and graduate) to consider the advantages of coming to the University to participate and engage in research opportunities. They tout the opportunities for hands-on research in just about every field. They also use this concept to invite potential students, and one must presume students, to connect with the faculty who will serve as an expert mentor, guiding you and challenging students. They too have 11 research and applied research centers to enable their brand of scholarship.

At SCSU they use a model of a community of scholars program where they are bringing together a group of people who do scholarship, who also share a sense of belonging, a sense of identity as a group and a sense of responsibility to each other and the whole. To focus on their goals they have created a Community of Scholars Strategic Action plan which is very detailed and states the goals, objectives and metrics of success for this initiative.¹⁸

Like the other institutions reviewed in this report, SCSU has a good system for letting faculty and others know about Current Grant Opportunities. They provide a consolidated into an Excel spreadsheet which is sorted by college and closing date and each grant opportunity also includes a link to receive more information. In addition they have a newsletter from the grants office.

During the spring SCSU has a “Celebration of Scholarship” which is week of workshops, activities and celebrations honoring scholarship. There is also an annual campus-wide Student Research Colloquium (SRC) that promotes research, scholarship and creative work in collaboration with faculty as a vital component of higher education. Faculty, graduate students and undergraduate students from St. Cloud State University and regional universities are encouraged to participate. Industry sponsors are also invited to attend. The goal of the SRC is to bring together students, faculty and members of the community involved in scholarly and artistic activities representing a range of disciplines, including creative arts, mathematics, business, social science, humanities, physical and life sciences and engineering.

The community building and connections aspects of the scholarship focus of SCSU are intriguing for us to contemplate for JWU. As we move forward, scholarship will need to be an accepted and important part of the University community and SCSU has some of that flavor in its approach.

Southern Illinois State University Edwardsville

SIUE focuses on research in much the same ways as the other benchmark institutions but it also has a few different and interesting programs. Research

¹⁸ See http://www.stcloudstate.edu/osp/documents/Community_of_ScholarsNov09.pdf

support is based in the SIUE Graduate School's Office of Research and Projects. There is a "seed grants" program for Transitional and Exploratory Projects (STEP) which makes awards available for faculty and staff to pursue promising research projects for the academic year and summer terms. In addition, matching funds are available to support faculty and staff costs for travel to present papers, reprint charges and page costs, and other costs associated with disseminating research results.

The Paul Simon Outstanding Scholar Award is presented to an SIUE faculty member in order to recognize and promote outstanding research or creative activities and the integration of research into excellence in teaching. The Hoppe Research Professor Award and the Vaughnie Lindsay New Investigator awards recognize faculty members whose research or creative activities have the promise of making significant contributions to their fields of study.

SIUE also provides what they call the FIRST Workshop which is a workshop that introduces faculty to the grant proposal process, from drafting initial applications to managing their award. Qualifying faculty members receive a \$1,500 contribution to their New Faculty Start-Up accounts to support the individual research agenda of new tenure-track faculty after completion of the FIRST workshop. Topics include the grants process, finding funding for research and teaching, classroom technology, introduction to grant writing, compliance issues, budgets, intellectual property, contracts, and fiscal responsibilities.

In addition, SIUE offers three research competitions on a rotating basis every three years: Equipment and Tools, Assigned Time for Research, and support for Multidisciplinary Teams. Interestingly, SIUE also offers all new tenure-track faculty the opportunity to apply for a \$3,500 start-up award to get their research program established.

SIUE has an "Undergraduate Research and Creative Activities" (URCA) program. This program encourages, supports, and enables students to participate in research and creative activities at the undergraduate level. The University believes that an undergraduate research or creative activity experience enhances the quality of the baccalaureate experience by giving students opportunities to engage in scholarship, to interact with faculty, and to connect more fully in the educational process of discovering and creating.

The URCA program relies on a model where student associates work one-on-one with faculty mentors to lead their own research projects or creative activities. Associates are the principal investigators in their projects. The process involves several stages: submitting a proposal and budget for approval, acceptance into the program, doing the research or creative activity during the semesters specified in the proposal, participating in periodic URCA events, preparing a final report in publishable form, and

presenting the results at the URCA Symposium. The URCA provides budgetary support for conducting the scholarly activity as well as advisory support during preparation of the proposals and reports.

The academic departments and supervising faculty mentor(s) provide all necessary research guidance and facilities. The academic departments also arrange purchase of commodities and services required for the projects, using the project budget funds provided by the Office of Academic Innovation and Effectiveness.

In addition, URCA Associates receive a monetary award in two installments - the first installment is disbursed at the end of the first academic semester in the program, and the second after students have completed their reports and made their final presentations. Full-time students who have been accepted as a major in any of the disciplines at SIUE and who maintain a grade point average of 3.0 or better are eligible to compete for URCA Associate positions.

URCA Assistants work approximately nine hours per week on faculty-led research or creative activities for a minimum of one semester. This position provides students with an introductory experience in the research or creative activities of a specific field. Up to eighty Assistants per semester will receive a monetary award for their participation.

This model of Associates and Assistants could work well at JWU given we have a model of MDP's in some areas. SIUE also has a few research centers, an urban institute in particular, that help them to enable their agenda.

Southern New Hampshire University

Southern New Hampshire University (SNHU) has a less visible focus on research/scholarship than the other institutions in our benchmark group. One interesting approach used by SNHU to encourage faculty research is by competitively awarding appointments to their Applied Research Center (ARC) through their School of Community and Economic Development (CED) and School of Business. Other faculty may engage in applied research under ARC. Doctoral students receive ARC appointments their first two years under the doctoral Apprenticeship Program, an academic requirement; students work as Research Assistants at ARC to build skills in research and policy analysis. ARC appointments to advanced doctoral students are contingent upon participation with faculty in research under the auspices of the School, or engaging in dissertation research.

The ARC focus is on conducting and coordination of professional applied and community-based research, but also in complementing instruction, attracting financial resources to support the work of faculty and Ph.D. students, creating knowledge, and disseminating the results of this work to the field of CED. To

that effect, ARC has research, training, and discipline-building roles. This is an interesting approach that may have merit at JWU given we do a good deal of work in the community.

SNHU has a Foundation and Corporate Relations Office (FCRO) in their Advancement and Development area to assist faculty and staff in writing grants, help with reporting when necessary, and ensuring that all regulatory rules and regulations are followed. The Office's role is not to control a project or run a grant fund program but to provide assistance at any level in order to complete a successful grant application. Relatedly, SNHU has a grant writing policy designed to assist Southern New Hampshire University faculty and staff with the process of applying for grants to support the programs of the University, faculty research and fellowships.

Suffolk University

Suffolk University has a reputation for supporting both basic and applied research. They appear, like JWU, to lean heavily toward the applied approach and industry focus. They also purport to foster interdisciplinary research and scholarship across traditional boundaries and they encourage the advancement of scholarly pursuits that enrich their local community; promote national and international understanding; discourage injustice by promoting civil rights; and expand the boundaries of science. That is much of their work in their 19 quasi-research centers is action research oriented on issues of justice and social justice. They also have a very active political research center that conducts routine polls. This model is very interesting and in some ways it makes sense for JWU to focus on action research centers in close collaboration with industry.

Suffolk, like JWU is a community of scholars, dedicated to teaching and learning and yet while they “cherish our role as a teaching university,” they are increasingly the recipient of National Science Foundation, National Institutes of Health, and National Endowment for the Humanities, and Department of Education grants for research, writing, and community involvement. There are other similarities in the cultures of Suffolk and JWU given the existence in both institutions of leadership over many years which contributes to the stability and success of the institutions.

University of Hartford

The faculty at the University of Hartford, in their view, do the amount and quality of scholarship normally associated with places that have lower teaching loads. They are focused on providing more visibility to research productivity and the need to showcase faculty's research more widely, and publicize better when “stars” from outside come to campus to speak or

perform. They also are focused on discussing the kinds of facilities (including labs and meeting spaces, open 24/7, etc.) that foster faculty research and help graduate students do research and build community.

The University of Hartford provides support for research through its Office of Institutional Partnerships and Sponsored Research (IPSR). IPSR is the initial point of contact for faculty and staff seeking external funding from private (corporations and foundations) and public (government) sources. IPSR is the lead office on campus for proposal development and post-award management of all grants from private and public sources. IPSR is responsible for the financial management of all grants, cooperative agreements, and contracts and all proposals must go through IPSR.

The IPSR provides assistance to principal investigators in securing/obtaining and managing awards while assuring proper stewardship of those funds. IPSR researches and disseminates information on potential funding opportunities, helps with the application process, ensures compliance with university and funder requirements, including federal mandates and university policies, and provides post-award coordination.

Recognizing that external funding is critical to advancing faculty's professional development, teaching and learning, and scholarly research, IPSR is committed to assisting and supporting faculty and staff to secure grants which further the mission of the university. This includes both private and public funds. The office of Corporate and Foundation Relations (CFR) within IPSR establishes strategic partnerships with corporations and private foundations to create mutually beneficial relationships. Typically, corporate donors seek partnerships with higher education/universities where there is an opportunity to build on complementary strengths and needs in recruitment, hiring, scholarships for students, internships, faculty and industry collaborations, research, lecturing opportunities, and sponsorship of activities. The Office of Sponsored Research within IPSR is the initial point of contact for faculty and staff seeking government grants, cooperative agreements, and contracts. It is the lead office on campus for proposal development and post-award management of federal monies.

University of Massachusetts Dartmouth

UMass Dartmouth has a significant research program like many of the others reviewed in this report. UMass Dartmouth administers approximately eighteen million dollars in externally funded projects, including research, public service, educational support and training projects annually. Funding is received from federal agencies; including the National Science Foundation, The National Oceanic and Atmospheric Administration, state agencies, private foundations and corporations.

The Office of Research Administration provides assistance to University faculty and staff in identifying funding opportunities, assisting with proposal development and the financial administration of awards in support of the University's scholarly activity and research mission.

The University of Massachusetts Dartmouth along with the President's Office provides funding for internal award programs. The following programs are offered on an annual basis: The Chancellor's Research Fund/Joseph P. Healey Endowment, Chancellor's Public Service Fund, Massachusetts Technology Transfer Grants, Cranberry Research Grant Program, CVIP Technology Development Fund, 2010 Creative Economy Initiatives Fund and the 2010 Science and Technology Initiatives Fund.

Western Illinois University

Western Illinois University (WIU) has a Center for Innovation in Teaching & Research (CITR) to provide the university community with opportunities and resources for their professional and personal enrichment. This office will acknowledge, recognize, and champion faculty in all their roles including instruction, conduct of research, and service. The CITR also focuses on applied or action problem solving through supporting faculty, staff and administrators who are proactive in managing/responding to changing external and internal circumstances, including university, state, national, and international priorities.

The Center for Innovation in Teaching & Research supports faculty in research planning, collaboration, and innovation through workshops, guest lectures, collaborative projects with WIU research support offices, and an annual Faculty Research Symposium.

Faculty are also encouraged to contact CITR when exploring a new research topic or looking for research collaboration opportunities. CITR organizes networking events and programs to assist in research collaboration across campus with the assistance. During the Fall Semester, CITR sponsors the one-day Faculty Research Symposium. The symposium offers new and experienced faculty an opportunity to share their research "quests" with other WIU faculty and students and to engage in research-related dialogue. Proposals are peer-reviewed and "best in track" travel stipends are provided to outstanding proposals.

Last, and throughout the year CITR schedules workshops, lectures, and brown bags on research and assessment topics such as SPSS, use of library databases, information searching, authentic assessment techniques, program evaluation, and other topics.

WIU also has an Office of Sponsored Projects (OSP) which works with and independently from the CITR. The OSP focuses on serving as an information clearinghouse regarding funding opportunities and awards administration; coordinator of the preparation, clearance, review, and submission of proposals; post-award administration (not fiscal reporting and monitoring); oversight office for federal regulations and assurance of compliance by WIU investigators; administers the University Research Council Faculty Grants (Each fall and spring semester, the University Research Council [academic affairs] grant competition which provides seed grants of up to \$5,000 awarded on a competitive basis) and conducts grant related workshops and outreach to faculty.

Western Kentucky University

Western Kentucky University (WKU) has a similar support system and approach to faculty research as many of the more developed programs in this report. The Office of Sponsored Programs (OSP) at Western Kentucky University is a service unit that assists the faculty and staff at WKU in obtaining external funds. OSP provides assistance across the entire spectrum of sponsored programs activities, from identifying a potential source of funding to reviewing the terms and conditions of awards made to the institution.

OSP also offers a seminar series designed for WKU faculty and staff in such areas as: submitting and administering your internal grant, introduction to external grants, planning the budget for your grant proposal, and after the award letter: how to administer your grant award. In addition, the OSP offers other sessions for individuals, departments, colleges, and small groups. Topics include searching for funding opportunities, subscribing to automated alert services, and using electronic proposal submission systems.

WKU offers a variety of Faculty Scholarships provide support to promote faculty research and creative activity and enhance external funding potential. Scholarships are awarded by the Faculty Scholarship Council and are administered by the Office of Sponsored Programs. WKU's mission focuses on scholarship in its four forms - discovery, integration, application, and teaching. All potential scholarly activity by faculty, regardless of the discipline, is encompassed in this definition of scholarship which could be a useful approach at JWU given that it covers the range of activities that could occur.

WKU offers a New Faculty Scholarships to support project operating costs of up to \$4,000 for regular, full-time, WKU faculty members within the first three years of appointment or following promotion to assistant professor rank. There is also a program that provides Regular Faculty Scholarships to support

project operating costs of up to \$3,000 for all regular, full-time, WKU faculty members. Last, Summer Faculty Scholarships support project operating costs of up to \$6,000 for regular, full-time, tenured or tenure-track WKU faculty members. Up to \$5,000 may be used for principal investigator summer salary (including cost-shared fringe benefits).

WKU, in an effort to encourage external funding, offers through the Office of the Provost and the Office of Sponsored Programs (OSP) a Proposal Incentive Fund (PIF). Its purpose is to support research and creative activity projects of WKU faculty and staff members that may result in obtaining external funding.

Wilmington University

Wilmington University provides a range of career-oriented undergraduate and graduate degree programs for a growing and diverse student population. It delivers these programs at locations and times convenient to students and at an affordable price. The full-time faculty works closely with part-time faculty drawn from the workplace to ensure that the university's programs prepare students to begin or continue their career, improve their competitiveness in the job market, and engage in lifelong learning. The University will distinguish itself as an open-access educational institution by building exemplary and innovative academic programs and student-centered services while anticipating the career and personal needs of those it serves. Research, scholarship, community action or other forms of scholarship are not apparent at this time.

NEXT STEPS AND CONSIDERATIONS

Given the context of the possible definition of what scholarship can be at Johnson and Wales University, the accreditation standards, and the comparisons with our current benchmark institutions, it is suggested that there are certain actions and plans that should be discussed to begin to move the University in the direction of increasing the level and formal recognition of scholarship without changing the character and values the university currently enjoys. A first step before discussing the listed below areas and perhaps concurrently with such a consideration is to create a formal definition of what constitutes "scholarship" at JWU. This should be based on an iterative and heavily consultation based process and linkage to the promotion process (UCAR) is important.

The current faculty manual implies support for the creation of a more formal definition and understanding about scholarship and its place in the responsibilities as listed on page 17. For example, faculty are responsible for providing current and relevant course material (2.5.1) which implies that faculty would need to conduct some research to achieve this objective.

Faculty are also required to attend in-services (2.5.9) which suggests that discussions or symposia on scholarship could be incorporated into a long-term strategy to get faculty thinking about this activity. At 2.5.12 in the manual, faculty are asked to support extracurricular activities which might include undergraduate research projects. All in all however, the faculty manual is virtually silent on the issue of scholarship as an expectation of the faculty whether narrowly or broadly defined.

On the other hand the UCAR manual makes explicit that scholarship is an expectation for promotion at JWU. For example, at B.1.1 in the UCAR manual implies that educational and professional development activities clearly related to the teaching responsibilities, university responsibilities, or scholarly expertise of the candidate are important in our promotion process. This suggests that a more clear definition of scholarship is need. More specifically at B.1.3 the UCAR manual recognizes academic achievements as relevant to promotions and it goes on to directly recognize the relevance of refereed publications and presentations as the highest level of achievement. Clearly a substantial competitively judged or "refereed" presentation in which the material presented is original, creative and worthy of respect at the national level is scholarship by any definition.

The UCAR manual also states that "Substantial presentation of creative, original work for which the audience included academic peers, experienced lay-practitioners of the discipline, and other knowledgeable persons or participation of chefs at regional and national food shows" (p. 18) and it assigns a significant number of points for publications.

There are certain activities and aspects of a scholarship program that would seem to be consistent across our benchmark institutions that we should consider in the beginning discussions. The framework for the discussion can begin with following areas:

1. Support Systems. A clear and funded support system for faculty scholarship would need to be built over the next 10 years. Most scholarship programs are supported by a system of activities, offices and approaches that make participation easier for faculty.
 - a. Office of to Scholarship Support. One of the most common support systems is an office that is staffed to support faculty scholarship projects. Most of these are focused on the scholarship of discovery. That need not be the case. Increased engagement in the scholarship of teaching or service would also need to be supported by a structured and staffed office in the long term. This office should also help to build connections to our industries and projects that connect to the same. This may mean that the centers start as smaller

projects for one industry or the OSS could support the creation of a center when an idea or funding are large enough to support the same. The OSS should also provide workshops, seminars, issue white papers and make connections to best practices for the faculty and to achieve the scholarship goals. At the end of the 10 year period it is likely there will be a defined, impactful and important office to support and sustain scholarship.

- b. Scholarship Support Policies/Activities. The key to slowing moving the faculty to embrace a more direct focus on scholarship is to provide a supports for smaller more incremental projects and activities. This can be done through a seed or summer grants program that provides minimal support for activities. In some ways the current professional development program is focused in this way. To move to a more scholarship orientation, specific funding programs would need to be put in place to support the long term direction. There might be for instance an Innovations in Teaching fund that is essentially set up to fund the scholarship of teaching. Similarly, a community development or industry engagement fund could be used to engage select faculty in projects that would result in more scholarship and closer connections to the community. The issue of providing student assistants, and especially graduate student assistants, is something that should be considered within this general area as well.
- c. Conferencing. An important approach over the next decade would be to encourage more faculty and administrators to attend conferences where there is both benefit for JWU and where scholarly presentations occur. This is a slow “lead a horse to the water and hope that he drinks” approach that can reap long-term benefits to the University. It can create a level of sophistication that can result in immediate benefits and it also has a longer term branding impact in our industry as well as on the individuals that we ask to engage in this process. These might include AAC&U, CIC or ACE but also should include major national or regional disciplinary annual meetings/conferences. These attendances can stimulate the faculty and others to think more about scholarship and projects that could help JWU. To encourage this result attendees could be required to report back on the impacts for JWU of attendance in reference to scholarship. This could well be a directed program not for all faculty but for those we see as the most promising scholars in our model of scholarship.
- d. Undergraduate Scholarly Projects Program. Another common approach for many of our benchmark institutions is to have an

undergraduate “research” program. In these programs undergraduates as individuals or in teams work directly with faculty on scholarly projects. The benefits to faculty are that they get assistance and can teach students in a more professional and applied context. For students this model is a professional experience and gives them intimate contact with faculty and colleagues as well as hopefully an industry relevant project or activity.

- e. New Faculty Support Program. A particular approach that might have merit at JWU could be to focus on new faculty over the next 10 years. Selected new faculty could be provided direct funding and support to engage in scholarship from the start of their JWU careers. This might be direct funding, released time or other support mechanisms that would tend to encourage their engagement in scholarship.
2. Communications and Values Concerning Scholarship. A system of communications on scholarship opportunities and results would need to be put in place to support this direction. There needs to be demonstrated true support and not simply policies and office support from the highest levels of the institution for scholarship, like experiential education at present, to become part of the culture of JWU.
- a. Strategic and Tactical Plans. One of the methods to communicate values and support for developing a JWU brand of scholarship is to have long-term plans that focus on this issue. If it is included in each of the next two strategic plans in important and incremental ways then a level of scholarship will be more real in the year 2020. In Focus 2011 we have created a model for achievement of what is planned. Similarly, scholarship would need to be defined and some of the activities implemented in Focus 2016 or whatever the University plan is labeled. In addition, there should be annual tactical plans on research that outline what activities will take place, how they will be used to continue this initiative, metrics of success, and as a basis for subsequent adjustments. Annual tactical plans and outcomes create more urgency around the issue of scholarship than would otherwise be the case. The tactical plans should include communications mechanisms that could be send each term to keep the issues and activities top of mind with the faculty, chairs and deans.
 - b. Recognitions/Celebrations. A key communication vehicle will be to recognize and reward scholarship accomplishments. This could be done in a small way to start through clear and immediate

recognition from the deans, VPAA, Provost and others. This could build in time to a university award at commencement in each school. Building scholarship expectations into faculty rewards (discussed below) is an important component of this. Recognizing scholarship accomplishments elevates the individual but it also enhances each school/college and campus. It can add a level of credibility with other higher educational institutions in our communities as well that we currently do not enjoy outside of our current band of teaching and community service expertise.

- c. Updates/Newsletter/Magazine/Website. Many of the most successful programs have various communications vehicles that they use to promote scholarship, to attain interest and to publicize the results. This aspect is perhaps the best “what’s in it” for the University and would need to be ratcheted up each year the scholarship program is implemented and developed. This is an important component of the tactical plans.
3. Faculty Culture. The biggest and most difficult challenge associated with moving from our current situation to one where there is a JWU definition and implementation of scholarship and that is consistently implemented is the current faculty culture. There are many current faculty that are engaged in scholarship like activities (broadly defined). There are also many more who are not engaged in scholarship. While it is likely that the faculty will change over the next decade due to retirements, it is also likely that that change will not involve 100% of the faculty. There are also very distinct disciplinary differences at JWU where faculty in Arts and Sciences areas might more readily embrace a scholarship model when those in Culinary will not. In addition, the campuses may be more challenged by this direction given the current faculty staffing levels and mix of programs that tends to be focused on culinary and hospitality. This is not a criticism of faculty, the campuses or the university, it is the reality as it has developed over the past several decades and a focus on scholarship, even broadly defined, is an enormous shift in thinking and concentration.
- a. Teaching Assignments. Faculty teaching 4 courses each term will not, as a general rule, be able to engage in a meaningful way in scholarship during the academic year. While it is true they may do so during term breaks and over the summer, scholarship results in the best outcomes and progress when it is an ongoing activity rather than only episodic. Perhaps it might be productive to have conversations about a pool of course released time that could be applied for by faculty that could be used for viable projects and reduce their time in the classroom to engage in scholarship. There should be limits to the number of course releases for individuals and

a system of tracking project results would need to be put in place and enforced. Most research faculty teach 2 or 3 courses a semester (4 to 6 a year). A reasonable start would be to think about 1 or 2 releases a year for the most scholarship-engaged faculty and then perhaps 1 each term on a standing basis by 2020. This is a very costly issue that will produce significant anxiety from administration and faculty.

- b. Scholarship Expectations. While teaching assignments (e.g., loads) are a significant issue, equally so is the issue of when and how to set scholarship expectations for results. Many of the research institutions have a publish or perish model. This would not work at JWU in my view. We should rightly have a clear expectation for productivity but the products could come in many different forms than publications. This is a key discussion and goals should be set that are reasonable, incremental and increasing over time. In the beginning these should be much more flexible and less demanding than they perhaps will be in 2020. We should not create a system of publish or perish as that would be inconsistent with our values. To make this real for the university and faculty, scholarship has to be part of the expectation for the promotion system.
- c. Faculty Research Groups. Another important faculty culture consideration is the support of and creation of faculty groups that support scholarship. There is currently such a support and discussion group in the School of Arts and Sciences at Providence. These should, and especially of the initial years of this effort if it moves forward, be encouraged and recognized as important. Faculty need to build their own collegiums around scholarship and a key activity around that is discussion and back and forth consideration. This may also be done in more direct ways by administration through asking each dean for form a group for their school, college or campus and to report annually on activities of the groups. These should also be attended from time to time by the chief academic officers, deans and Provost. Eventually a University Scholarship Council could be formed to create an overarching group of faculty that advises administration and supports scholarship for faculty as well as works with the scholarship staff that should exist at that time.
- d. Campus Differences. There are very significant campus differences with respect to size and depth of faculty. Providence is clearly and overwhelmingly the largest faculty and the existence of the graduate and education faculties suggests that the focus on scholarship in some ways easier and appropriate. The focus on

graduate and education faculty and research has been a focus for the past few years and that is continuing and could serve as a foundation for the university between now and 2020. Charlotte has a state requirement for terminal qualifications and as a consequence may be in a better position than Denver and North Miami in this regard. The focus on scholarship will need to take into consideration the capabilities on each campus, resourcing the directions and implementation and the longer term ramifications.

By

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