December 20, 2002

Proposed Scholarship document as revised by the Executive Committee of the Academic Senate, based on the discussion from the Senate meeting of December 5, 2002, and items accepted as friendly amendments from the Faculty Affairs Committee, dated December 16, 2002.

I. Section 5 of <u>FACULTY EMPLOYMENT POLICIES</u> (E4.0), entitled "Supplemental Faculty Activities (See Conflict of Interest Policy – C4.0)," will be ~~deleted in its entirety and the following replacement inserted~~ **renumbered after the insertion of the following unit, 5. Scholarship**:

5. Scholarship

While teaching is the foremost activity of the RIT faculty, faculty are expected to engage in significant scholarship as measured by external disciplinary and professional standards as acknowledged by department and program practices of faculty review.

A. "Scholarship" at RIT will encompass four elements:*

Scholarship of discovery: When faculty use their professional expertise to discover knowledge, invent, or create original material. Using this definition, basic research as well as, for example, the creation of innovative computer software, plays or artwork would be considered the scholarship of discovery.

Scholarship of teaching/pedagogy: When faculty engage in the scholarship of teaching practice through peer-reviewed activities to improve pedagogy. Using this definition, a faculty member who studies and investigates student learning to develop strategies that improve learning has engaged in the scholarship of teaching.

Scholarship of integration: When faculty use their professional expertise to connect, integrate, and synthesize knowledge. Using this definition, faculty members who take research findings or technological innovations and apply them to other situations would be engaging in the scholarship of integration.

Scholarship of application: When faculty use their professional expertise to engage in applied research, consultation, technical assistance, policy analysis, program evaluation or similar activities to solve problems. This definition recognizes that new intellectual understandings arise out of the act of application.

II. In <u>POLICIES ON TENURE</u> (E5.0), under section "3. Criteria for Granting Tenure," the header for item "(2) <u>Professional Activities</u>" will be changed to read: "(2) <u>Professional Activities and Scholarship</u> (see E4.0.5)."

III. In <u>POLICY ON FACULTY RANK</u> (E6.0), under section "2. The Nature and Opportunities of Faculty Service," the header for item "b. <u>Professional Activities</u>" will be changed to read: "b. <u>Professional Activities and Scholarship</u> (see E4.0.5)."

IV. In POLICIES ON TENURE (E5.0), under section "1. Preamble," in the second paragraph, first sentence, change the word 'research' to 'scholarship'. In the third paragraph, first sentence change 'professional productivity' to 'scholarship.'

V. In POLICIES ON TENURE (E5.0), under section "3 Criteria for Granting Tenure" eliminate the heading "<u>The Nature and Opportunities of Faculty Service</u>".

VI. In POLICIES ON TENURE (E5.0), under section 3, combine numbers 3 and 4 as follows:

3. Service

These include working with students and colleagues outside the classroom such as might be found in college and Institute committee work, student advising, student activities as well as linking the professional skills of members of the faculty to the world beyond the campus.

VII. In FACULTY EMPLOYMENT POLICIES (E4.0), under section "4. Faculty Responsibilities" add "scholarship (see E4.0.5)"; after "academic advisement".

May 1, 2002
Revised 12/12/02