

What is Faculty Scholarship?

The University of Phoenix (UOPX) defines faculty scholarship as creative intellectual works, including academic research, depth study and learning at high levels, creative innovations within a defined field, documented application of knowledge to the improvement of private and public institutions, and inventive teaching activities. Such works must be subject to validation by one's peers within the academic community and communicated to those within the discipline as a basis for enhancement of content knowledge and continuing growth within the defined field.

Based within the context of the "Boyer Scholarship Model," the UOPX approach to scholarship covers the four dimensions that Ernest Boyer (1997) posited as the foundations of scholarly activity in contemporary institutions of higher learning:

- **Discovery** - Building new knowledge through what we commonly understand as "traditional" representations of research in various academic disciplines (e.g., *publishing and/or presenting in peer-reviewed forums, producing and/or performing creative work that is subject to peer review and public scrutiny within an established field, creating theoretical and practical infrastructures for future studies*).
- **Integration** - Interpreting the use of knowledge across disciplines (e.g., *preparing a comprehensive literature review directed to the incorporation of theory and empirical findings to new organizational levels of knowledge; writing a textbook for applied use in multiple disciplines; collaborating with colleagues to design and deliver innovative course content that improves pedagogy through teaching strategies and tactics, technology, and interdisciplinary synthesis of course content*).
- **Application** - Aiding society and professions in addressing complex problems (e.g., *serving industry or government as an external consultant on substantive matters directed to the improvement of processes, performance, and outcomes; assuming leadership roles in professional organizations that represent defined academic disciplines and higher education goals; mentoring and advising student leaders and advanced junior scholars*).
- **Teaching** - Systematically studying and improving teaching models and practices to achieve optimal measurable learning outcomes (e.g., *advancing learning theory through documented classroom based research, developing and testing instructional materials, mentoring other faculty and students in areas of development and research to foster excellence and quality, designing and implementing innovative assessment processes at course and program levels to document learning outcomes and support excellence in teaching*).

Reference: Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.