

## Strategic Objective: Community of Scholars

**Section I: Situation Analysis:** Background, external issues or other arguments as to why this strategic objective is important to the future success of SCSU.

The planning work group that developed this document was originally called the Faculty Research workgroup, but the members of the work group renamed itself because “scholarship” is a more general term that can encompass scholarship, research, and creative works, because both faculty as well as other members of the St. Cloud State University community do scholarship, and because a healthy university will be a healthy community of scholars who learn and teach as well as do scholarship. The plan is named, therefore, the Community of Scholars plan.

A community of scholars is 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. A healthy community of scholars would have some cultural practices like respect for expertise and successful scholarship, respect for a variety of forms of inquiry, methodologies, and approaches, and a respectful discourse that welcomes a variety of perspectives and a wide range of voices.

Beyond generally accepting research and creative works as scholarship, the campus itself needs to define what the university will mean by scholarship. This conversation and the resulting consensus must take into account, of course, the language in the IFO/MnSCU *Agreement*, and it will be helpful to include as well the principles from the Association of University Professors *Redbook*, from Ernest Boyer’s *Scholarship Reconsidered: Priorities of the Professoriate*, from Glassick, Huber, and Maeroff’s *Scholarship Assessed: Evaluation of the Professoriate*, and Bruce Henderson’s *Teaching at the People’s University: An Introduction to the State Comprehensive University*. The conversation will be at least as important as the outcome, and consensus will require an authentic campus-wide conversation.

Article 22, “Professional Development and Evaluation,” of the 2007-2009 IFO/MnSCU *Agreement* identifies “Scholarly or creative achievement or research” as the second criterion by which faculty are evaluated. Appendix G, “Guidelines for Evaluation,” of the same agreement elaborates “the types of evidence ... considered appropriate for addressing each” criterion. Appendix G suggests that each institution review the appendix “to assess how it meets institutional needs and where there are other forms of information and data which could be taken into consideration” (135). The discussion of Criterion 2 in Appendix G reads as follows:

This category supports one’s teaching and contributes to one’s special field of knowledge. The advancement of knowledge and education calls for many kinds of scholarship/creative activity/research. Each may require a different approach. Evidence of scholarly/creative activity/research may include but is not limited to, consideration of the faculty member’s publication record, works in progress, unpublished reports, professional assistance to other scholars, papers delivered at meetings of professional societies, computer software and other technologically delivered academic products, awards, invited lectures and participation in panels and symposia, participation in policy analysis, grants received, editorial or advisory roles with professional journals, participation on evaluation panels for research funding, participation in juried shows, musical or theatrical performances, consultantships, research projects, and contribution to the scholarly growth of peers. (135-136)

About seven years ago, the Center for Excellence in Teaching and Learning led a discussion on campus of Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate*. A project of the Carnegie Foundation for the Advancement of Teaching and published by that foundation, Boyer's work attempts to shift our definition of scholarship away from one kind of scholarship (discovery) as well as to disassemble the dichotomy between scholarship (as the creation of knowledge) and teaching (the dissemination of knowledge), in large part by recognizing various scholarships: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. (In spite of some similarities of language, these scholarships do not map onto the five criteria outlined for faculty in Article 22 of the IFO/MnSCU *Agreement*.) It is time to have a campus-wide discussion of Boyer again.

Furthermore, in *Scholarship Assessed*, Glassick, Huber, and Maeroff offer a thoughtful approach to determining what is scholarship under the Boyer rubric and what is not. They say that all scholarship has clear goals, shows adequate preparation (including awareness of prior scholarship), uses appropriate methods, has significant results, includes an effective presentation, and assesses the scholarship with a reflective critique. These six criteria complement rather than replace the role of peer review and some kind of publication in evaluating scholarship. In the campus discussion of Boyer, we should also talk about Glassick, Huber, and Maeroff.

In *Teaching at the People's University: An Introduction to the State Comprehensive University*, his overview of what he calls state comprehensive universities (SCUs), Bruce B. Henderson says that the "major aspect of mission that historically differentiated SCUs from other four-year universities was the emphasis on applied curricula, applied service, and applied research" (7). He warns us against "scholarship at gunpoint," against "creating [a] little Harvard," and against fostering a culture in which scholarship "is simply an add-on to traditional expectations for teaching and service" (57, 60). Henderson looks at the data about the quantity and types of scholarship published by faculty in research as well as state comprehensive universities, and he says,

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New faculty members at SCUs should not feel they have to produce great quantities of refereed journal articles to be successful. They should feel free to engage in traditional scholarship that focuses on quality rather than quantity, research that may be risky in its innovation and creativity, rather than being paradigmatic or programmatic. Their product might be long-term empirical research, a series of minor studies with students, or a thoughtful book. They should feel free to engage in research that involves undergraduate students at all stages in the process. (77-78)

Further, using the same distinction that we do in Criteria 2 and 3 in the IFO/MnSCU *Agreement*, Henderson encourages us to value the scholarships of application and of teaching and learning, preserving some form of the peer review associated with traditional scholarship, as well as what he calls consumatory scholarship, which we would identify as Criterion 3 (78-79). It is worth pointing specifically to the opportunity scholars at SCUs have to engage in scholarship that is "risky in its innovation and creativity, rather than being paradigmatic or programmatic" as a kind of scholarship we might decide to value.

Finally, the American Association of University Professors approaches the question of scholarship as part of faculty workload in statements from 1968, 1990, and 2000. The 1993 “Work of Faculty: Expectations, Priorities, and Rewards” distinguishes among teaching, scholarship, and service in useful ways. Its discussion of scholarship is clearly based on Boyer’s distinctions and language; it says as well that “discovery and publication are the core of scholarly endeavor” but argues the importance of the “wider context within which to weigh individual contributions” offered by looking at scholarship more broadly (198).

St. Cloud State University has traditionally valued teaching over all other activity for faculty, and teaching is the first criterion by which faculty are evaluated. To some degree, we also value service to students and to the university and community. These are critical to our success and must continue. At the same time, scholars on campus feel that scholarship is not valued or recognized as contributing to the life of the institution.

Similarly, St. Cloud State has traditionally valued undergraduate education over all other kinds. Undergraduate education is critical to our success and our mission and must continue to be a priority. It is time, however, that we turn our attention to the graduate education we offer.

In January 2007, a surprisingly large number of very committed scholars on campus, who were eloquent about the obstacles they have faced in their scholarship, attended the open forum of the Community of Scholars work group; nearly every single department on campus replied to the group’s survey, from which arose a very broad range of ideas of how to reduce those obstacles. A large number of faculty took members of the work group into their confidence, describing the disincentives they have faced as they have attempted to do scholarship and the lack of recognition they have received, even after having been awarded very prestigious grants. The result is a list of over 200 specific recommendations for improvement, which the work group will provide, as suggestions, to the individuals and governance bodies responsible for implementing parts of this plan. Each element in this document represents many, many specific details and ideas. The original, full report is available on the Action Planning web site. In some respects, what is here are the things that we will need to do first, as a way of beginning.

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## **Section II: Long-term vision for the strategic objective. What will SCSU look like if the strategic initiatives and action items in the plan are implemented successfully?**

*As a community of scholars working at a comprehensive state university, St. Cloud State University will:*

### **Recognize and foster scholarship as central to our mission.**

Our university will value, reward, and celebrate scholarship, and regard successful scholarship as a contribution to our entire community. Our most active and influential scholars will be recognized by our community, and we will offer the intellectual work of our campus as evidence of our excellence among our peers. Our university will promote the importance of scholarship in the educational experience of our undergraduate and graduate students, and we will engage our students with scholarship whenever possible. Embracing the rich variety of scholarship as conducted by scholars in the disciplines, our university will also foster scholarship that aligns with our university's strategic priorities.

### **Promote scholarship in service to our community**

Our university will strategically support scholarly projects that improve our region, our understanding of it, and the quality of life of its residents while, at the same time, respecting the scholarship of those who choose different communities to serve.

### **Support the unique learning and scholarship environments that foster high-quality graduate education**

Our university will continue to develop and support graduate learning environments and educational practices that are necessary to provide excellent graduate student learning opportunities, including supporting the increasing level of engagement, autonomy and demands that graduate students bring and recognizing the critical role between scholarship and successful post-baccalaureate educational experiences. We will have a common understanding of the ways undergraduate and education and benefit each other.

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### **Develop a shared understanding of what scholarship, creative achievements and research mean at our university**

Building on the work of the IFO/MnSCU agreement, AAUP, the Carnegie Foundation and other's definitions of scholarship, our university will engage in an ongoing process of developing a shared understanding, clear expectations and standards of excellence for scholarship, creative achievements, and research, including the value and forms of applied scholarship. We recognize the need to regularly evaluate our definitions so they evolve with the mission, vision, and strategic priorities of our university.

**Section III: Implementation Detail:** Detailed information about strategic initiatives and action steps that will be necessary to achieve the strategic objective, who will be responsible for coordinating the activity, key internal and external constituencies who will be part of or consulted during the implementation, and timeline for implementation.

Strategic Initiative	Action Steps	Next Steps	Responsibility & Key Constituencies	Timeline
<b>CS1: Create the social and institutional infrastructure to enhance scholarship</b>	CS1-1: Develop a University Scholarship, Research & Creative Achievement Committee (SRCA) and define its charge clearly	Finalize membership (possible members: college research directors, OSP representative, present and past University Scholars, AVP for Research & Faculty Development, AVP for International Studies) Hold retreat to operationalize charge  Report back to the SPC and management team	Provost Dean, Graduate Studies FA	
	CS1-2: Define scholarship within disciplines, including the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching, within colleges and within the university in the context of the IFO contract.		SRCA Deans Departments FA AVP, S&FD CETL	
	CS1-3: Analyze business and institutional processes for potential barriers to scholarship activities	Identify specific processes to evaluate  Identify and coordinate review process	SRCA FA AVP, S&FD Deans OIE	
	CS1-4: Develop incentive and reward structure that encourages active scholarship and celebrates leaders in the university		Provost SRCA Deans AVP, S&FD FA	
	CS1-5: Define the role of the Assistant Vice President for Scholarship & Faculty Development (AVP, SFD) to rebalance the role to include more advocacy and leadership for research and scholarship across the university		Provost	
	CS1-6: Develop infrastructure, policies and guidelines		Special Advisor to	

	for comprehensive intellectual property program		President Task Force FA	
	CS1-7: Expand library collections and resources and analyze process for collection management		LRTS AVP, S&FD Departments	
	CS1-8: Investigate the development of an interactive system for collecting and representing the full spectrum of faculty workload with sufficient reporting mechanisms for Article 22 and Article 25	Identification and selection of system  Implementation at college level	AVP, S&FD FA OIE Deans	
	CS1-9: Invest in university and college-specific infrastructures for scholarly or creative achievement, or research, including space, equipment, technology and support, for the long-term needs	Identify gap between national norms and current state at SCSU (by discipline)  Conduct annual assessment of scholarship infrastructure needs  Integrate assessment into planning documents	AVP, S&FD FA Deans Departments OIE	
	CS1-10: Develop a clear institutional approach to identifying, welcoming, and supporting visiting scholars and scholar exchanges	Incorporate into International Studies plan strategic action plan	AVP, S&FD FA Deans CIS	
	CS1-11: Redefine the role of research directors in each college (mentoring, grant writing, advocating for scholarship within the college) and rename them directors of scholarship and faculty development		AVP, S&FD Deans Departments	
<b>CS2: Create practices to provide scholarship in service to the community</b>	CS2-1: Create a clearinghouse that connects faculty experts with the community that is useful to internal collaborative groups, external partners and media outlets looking for expertise, students looking for opportunities to engage with faculty scholarship opportunities and to the SCSU Foundation for matching interest with private funding opportunities	Assign responsibility for collecting data and developing reports to meet different user needs  Set up work group from OSP, Graduate Studies, Communications, Foundation, OIE, Community Engagement work group, CETL to identify reporting needs  Link with Community Engagement proposal for a University Outreach Center	AVP, S&FD University Communications University Foundation OIE Student Govt.	

	CS2-2: Encourage and foster interdisciplinary centers of scholarship and service in support of strategic institutional and community needs	<p>Ask budget work group to revise/finalize budget process for approving initiatives</p> <p>Reconvene Community of Scholars work group and community engagement work group to examine list of center proposals that came from department plans and provide comments back to the departments</p>	AVP, S&FD Deans SRCA FA	
<b>CS3: Develop an expectation that research will be part of every student's experience</b>	CS3-1: Foster mechanisms that promote discipline-specific undergraduate experience with scholarship	<p>Develop undergraduate scholarship centers within colleges that are externally funded and internally supported that are managed by scholarship and faculty development directors</p> <p>Develop curricular mechanisms so that student scholarship can result in credit generation and be reflected in faculty workload</p>	Deans SRCA Departments FA	
	CS3-2: Increase scope and scale of research colloquium	<p>Look at recognizing Scientific Discovery Program and Advanced Program in Science and Technology in the context of the student research colloquium</p> <p>Encourage programs to organize sessions in which graduating students present the scholarship from their capstone experiences</p>	SRCA OSP Graduate Studies	
	CS3-3: Develop an institutional outcome for scholarship activities for undergraduate and graduate students	Integrate with Institutional Outcomes work group report and activities	University Assessment Committee General Education Committee Departments	

			FA SL&D Institutional Outcomes work group	
	CS3-4: Develop expectations across disciplines that students will participate in scholarship	Develop sessions either in departments or at Student Research Colloquium for presentations	Departments OSP Provost Deans Graduate School	
<b>CS4: Support the unique learning and scholarship environments that foster high-quality graduate education</b>	CS4-1: Construct a public case for why graduate education and scholarship activity is important to the development of the university, our faculty and our students		SRCA Graduate Dean AVP, S&FD FA Univ. Comm.	
	CS4-2: Develop a Graduate Dean's Advisory Committee (GDAC) and clearly define its charge	Identify members: (possible members: FA Graduate Committee, department graduate directors, college scholarship and faculty development directors, Dean of Graduate School, AVP for Scholarship & Faculty Development)  Group retreat to operationalize charge	Dean, Graduate Studies FA	
		Report back to the SPC and management team		
	CS4-3: Analyze research requirements in master's degree (Plans A, B, and C) and doctoral degree programs for student research expectations to ensure they meet national standards for masters and doctoral programs	Develop process for review  Add requirement in new program development/revision process that requires programs to articulate student research, scholarship, or creative works expectations and relationship to national standards	Dean, Graduate Studies GDAC Deans Departments Curriculum Committees FA	
	CS4-4: Create a new position of Associate/Assistant Dean for School of Graduate Studies		Provost Dean, Graduate Studies FA	
	CS4-5: Analyze and develop equitable policies regarding	Assess current practices	Dean, Graduate	

	the effect of graduate advising, thesis and dissertation work, graduate courses, starred papers, etc., on faculty workload	Develop recommendations for consistent, equitable practices across the university	Studies GDAC FA SL&D UGS	
	CS4-6: Analyze and develop policies and standards regarding the appropriate number and use of graduate assistants across campus, with the goal of matching assignment to educational goals	Assess current practices  Develop recommendations for consistent, equitable practices across the university	Dean, Graduate Studies GDAC FA SL&D UGS	
	CS4-7: Develop recommendations for a process for developing and implementing interdisciplinary graduate programs		Dean, Graduate Studies Deans GDAC FA	
	CS4-8: Investigate the usefulness of an institutional repository for faculty scholarship works at St. Cloud State University and make recommendation		LR&TS SRCA	
	CS4-9: Formalize a process to require graduate programs to ensure students are able to write at a level appropriate to their discipline		Dean, Graduate Studies GDAC FA	
	CS4-10: Provide digital archiving of masters and doctoral theses and dissertations		LR&TS	
<b>CS5: Enhance professional development in support of research, scholarship and creative achievement</b>	CS5-1: Develop mentoring networks and programs for new and mid-career faculty, for faculty who want to increase scholarship activity, and for faculty at a professional crossroads	Investigate best practices from other institutions  Identify current programs at SCSU and promote  Review scale and staffing of CETL to support this initiative	CETL Deans Provost Department chairs Department EPT committees College research directors	
	CS5-2: Promote faculty exchange programs and visiting scholars programs with international partner institutions	Align with International Studies plan  Create link to clearinghouse for international studies	CIS Deans Provost	
	CS5-3: Develop and expand private support available for		University	

	<b>faculty professional development</b>		<b>Advancement</b>	
	<b>CS5-4: Develop a systematic approach for the use of sabbaticals to enhance scholarship</b>		<b>Provost AVP, S&amp;FP SRCA Deans FA</b>	
	<b>CS5-5: Work with bargaining units to encourage and reward scholarship, research and creative achievement among staff</b>	<b>Create link to workforce development plan and technology strategic vision plan</b>	<b>Union leadership</b>	

**Section IV: Resource impact, including expenses and possible revenue or savings.** An analysis of the true resource impact for each strategic initiative, including all one-time and ongoing expenses (human, supplies, and equipment) and facilities/space requirements and any additional revenue or cost savings generated for the institution.

Strategic Initiative	Action Steps	Human	Financial	Facilities/ Technology
CS1: Create the social and institutional infrastructure to enhance scholarship	CS1-1: Develop a University Scholarship, Research & Creative Achievement Committee (SRCA) and define its charge clearly	Time in existing positions	Retreat expenses: \$1500	
	CS1-2: Define scholarship within disciplines, within colleges and within the university in the context of the IFO contract.	Time in existing positions	Planning events and materials: \$1500	
	CS1-3: Analyze business and institutional processes for potential barriers to scholarship activities	Time in existing positions	Financial implications will be evaluated with each process reviewed	
	CS1-4: Develop incentive and reward structure that encourages active scholarship and celebrates leaders in the university	Time in existing positions Define University Scholars	University Scholars: \$35,000 to \$70,000	
		Develop programming around Scholarship Week and Student Research Colloquium	Publications and program expense: \$5000	
	CS1-5: Define the role of the Assistant Vice President for Scholarship & Faculty Development to rebalance the role to include more advocacy and leadership for research and scholarship across the university	Time in existing positions	Possible salary implications	
	CS1-6: Develop infrastructure, policies and guidelines for comprehensive intellectual property program	Time in existing positions		
	Expand library collections and resources and analyze process for collection management		TBD based on need	
CS1-8: Investigate the development of an interactive system for collecting and representing the full spectrum of faculty workload with sufficient reporting mechanisms for Article	Time in existing positions		Creation or licensing of software to	

	22 and Article 25	Training of faculty		collect: \$15,000-\$20,000 per year  Consulting and training: \$30,000- \$50,000
	CS1-9: Invest in university and college-specific research infrastructure, including space, equipment, technology and support, for the long-term needs		TBD based on need	TBD based on need
	CS1-10: Develop a clear institutional approach to identifying, welcoming, and supporting visiting scholars and scholar exchanges	Time in existing positions	Expense of recruitment and contracts	Housing and office space for visiting scholars
	CS1-11: Redefine the role of research directors in each college (mentoring, grant writing, advocating for scholarship within the college)	Time in existing positions to develop and implement	TBD based on specific need	TBD based on specific need
<b>CS2: Create practices to provide scholarship in service to the community</b>	CS2-1: Create a clearinghouse that connects faculty experts with the community that is useful to internal collaborative groups, external partners looking for expertise and to the SCSU Foundation for matching interest with private funding opportunities	Time in existing positions or new position to manage program		Creation or licensing of software to collect and display
	CS2-2: Encourage and foster interdisciplinary centers of scholarship and service in support of strategic institutional and community needs	Time in existing positions to develop and implement	Start-up funds for adjunct replacement, planning expenses, etc. =  \$25,000-\$35,000 per year	TBD based on specific need
<b>CS3: Develop an expectation that research will be part of every student's experience</b>	CS3-1: Foster mechanisms that promote discipline-specific undergraduate experience with scholarship	Time in existing positions to develop and implement		

	CS3-2: Increase scope and scale of research colloquium	Time in existing positions to develop and implement	\$30,000 per year	
	CS3-3: Develop an institutional outcome for scholarship activities for undergraduate and graduate students	Time in existing positions to develop	Planning expenses:	
	CS3-4: Develop an expectation across disciplines that students will participate in scholarship			
<b>CS4: Develop a culture that supports graduate education</b>	CS4-1: Develop a Graduate Dean's Advisory Council (GDAC) and clearly define its charge	Time in existing positions		
	CS4-2: Analyze research requirements in master's degree (Plans A, B, and C) and doctoral degree programs for student research expectations to ensure they meet national standards for masters and doctoral programs	Time in existing positions to conduct review		
	CS4-3: Create a new position of Associate/Assistant Dean for School of Graduate Studies	Time in existing position to create  New administrative position		Technology for position
	CS4-4: Analyze and develop equitable policies regarding the effect of graduate advising, thesis and dissertation work, graduate courses, starred papers, etc., on faculty workload	Time in existing positions to conduct review		
	CS4-5: Analyze and develop policies and standards regarding the appropriate number and use of graduate assistants across campus, with the goal of matching assignment to educational goals	Time in existing positions to conduct review		
	CS4-6: Develop recommendations for a process for developing and implementing interdisciplinary graduate programs	Time in existing positions to conduct review and implement changes based on review	TBD based on results	TBD based on results
	CS4-7: Investigate the usefulness of an institutional repository for faculty scholarship at St. Cloud State University and make recommendation	Time in existing positions to conduct review		
	CS4-8: Encourage graduate programs to ensure students are able to write at a level appropriate to their discipline	Time in existing positions		

	CS4-9: Provide digital archiving of masters theses and doctoral dissertations	Dedicated time in staff position to create and maintain archive		Creation or licensing of software to collect and display
<b>CS5: Enhance faculty professional development</b>	CS5-1: Develop a mentoring networks and programs for new and mid-career faculty, for faculty who want to increase scholarship activity, and for faculty at a professional crossroads	Time in existing positions to develop  Possible new or portion of existing position to implement	Program funds to promote and implement	
	CS5-2: Promote faculty exchange programs and visiting scholars programs with international partner institutions			
	CS5-3: Develop and expand private support available for faculty professional development	Time in existing positions to identify sources and pursue funding		
	CS5-4: Develop a systematic approach for the use of sabbaticals to enhance scholarship	Time in existing positions to conduct review and implement changes based on review	Funding for additional sabbaticals if identified  Replacement costs for those on sabbatical	

**Section V: Alignment and interdependencies matrix.** An analysis of any overlap and/or interdependencies between strategic initiatives and action steps within this implementation plan and other strategic objective implementation plans.