

Purpose of the Boyer Model:

The Boyer model is intended to enrich the academic life of a campus and its’ faculty. The model seeks to redefine and expand on what is meant by scholarship while also reflecting the uniqueness of each institution’s mission and identity. It does not present new categories but rather highlights each category as its own constituent with related activities. The categories include:

- **Scholarship of discovery**- knowledge acquired through discipline-specific research
- **Scholarship of integration**- knowledge acquired through synthesizing across disciplines and/or social environments (*ex.* making connections across lines of diversity)
- **Scholarship of application**- knowledge acquired through practice or engagement activities that are discipline-specific (*ex.* applying what has been learned to what is being done)
- **Scholarship of teaching**- knowledge acquired through teaching (*ex.* active learning pedagogies that encourage critical and creative student thinking)

Boyer, E. L. (1990). *Scholarship reconsidered: priorities of the professoriate*. Princeton, New Jersey: Carnegie Foundation for the Advancement of Teaching.

Boyer Model Appraisal	
Pros	Cons
<ul style="list-style-type: none">• Distinguishes differences between instruction and student advising; research and scholarship; and service to the university and the community• Allows greater departmental flexibility in selection of activities• Reveals creative work/diversity in a variety of categories (<i>discovery, integration, application, teaching</i>)• Encourages interdisciplinary work across schools within the university and/or external to the university• Aligns and is an immediate reflection of the mission and (institutional) core values of the university. <i>See below</i>	<ul style="list-style-type: none">• Lacks a (defined) rigid structure of what activities are supposed to be included in each category• Restructuring and redefining the UMES P & T criteria• Redefining departmental guidelines as it relates to the current and proposed criteria

Mission Statement *(excerpt):*

The University of Maryland Eastern Shore (UMES), the state's historically black 1890 land-grant institution, has its purpose and uniqueness grounded in **distinctive learning, discovery and engagement opportunities** in the arts and sciences, education, technology, engineering, agriculture, business and health professions.

UMES is a **student-centered**, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates.

UMES provides individuals, including first generation college students, **access to a holistic learning environment** that fosters multicultural diversity, academic success, and intellectual and social growth.

UMES prepares graduates to **address challenges in a global knowledge-based economy**, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the state, the nation and the world.

Institutional Identity *(excerpt):*

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land Grant Institution, is a **teaching, research, and doctoral institution that nurtures and launches leaders in a student-centered environment**. Committed to providing high quality programs in an ethnically diverse environment, the University prepares students who will serve and shape the global economy. UMES is a growing, primarily residential university with **a mission focused on learning, discovery, and engagement**. This is consistent with **valuing the scholarship of faculty in discovering new knowledge, and disseminating and applying it to the extended community**. The University recognizes its responsibility for developing human potential, enriching cultural expressions, and **sharing its expertise with individuals, businesses, educational, governmental, and non-governmental organizations**. These aspirations are in accordance with UMES' legacy and mission as Maryland's 1890 Land-Grant Institution.

Institutional Core Values *(excerpt):*

- Providing high quality undergraduate and graduate programs that will **equip students with the knowledge and skills** necessary for the challenges of America and other global societies.
- Affirming its role as the State's 1890 land-grant institution by **providing to citizens opportunities and access that will enhance their lives and enable them** to develop intellectually, economically, socially, and culturally.
- Appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of other cultures.
- Promoting **student-centeredness as the heart of the enterprise**.
- Focusing on character **development through learning and leadership experiences**.