B. Scholarly Activity

Scholarly Activity is an essential part of University life and development and encompasses the many pursuits that broaden and expand the learning communities in which faculty function and the University is situated. Typically these activities are related to the faculty member's discipline but may include significant work that prompts the intellectual advancement of others in areas related to the faculty member's University appointment.

The evaluation of scholarly endeavors is greatly influenced by the disciplinary focus of the faculty member and regulations for evaluation established by accrediting agencies; however, the evaluation of scholarship must be flexible enough to recognize unique contributions that arise as faculty engage in discovery, integration, and application. Using Boyer's (1990) categories of scholarship presented in <u>Scholarship Reconsidered: Priorities of the Professoriate</u>*, academic unit priority systems must recognize a variety of avenues for scholarly engagement. The scholarship of <u>discovery</u> encompasses those activities that have been traditionally considered scholarship and focuses on creation of knowledge or products. The scholarship of <u>integration</u> focuses more on activities that help non-specialists make connections to a discipline or on explorations that examine information in a new way. The scholarship of <u>application</u> differs from the focus on research and synthesis crucial to the first two forms of scholarship. Here the scholar uses knowledge to solve specific problems. The scholarship of <u>teaching</u> focuses on the work of scholars as they affect and change the students with whom they engage. This form of scholarship is seen when the faculty and students are pushed to explore and think in new ways, thus expanding what is known about the discipline, its connections, and related problems.*

By using a broader lens through which to examine and evaluate scholarly engagement, we are encouraging an environment in which Winthrop faculty can actively affect the communities in which they directly engage. Therefore, unit level systems should recognize the importance of both theoretical study and the application of theory to solve problems in a variety of settings.

When submitting work to be considered in the category of <u>Scholarly Activity</u>, the faculty member should provide validation (internal or external) of the work's merit. Although the University Faculty Roles document does not include priority guidelines for scholarly work, provided examples are intended to show a range of scholarly activities. The academic unit priority guidelines will situate such engagement with in the disciplines and will be used to evaluate merit. In this category of evaluation, faculty members should only include scholarly activities associated with their roles as Winthrop faculty members.

Examples of <u>Scholarly Activity</u> may include but are not limited to:
- *Academic presentations (e.g., academic conferences, professional conferences, on-campus colloquia)*
- *Academic publications (e.g., academic journals, conference proceedings, scholarly books, textbooks)*
- *Application of scholarship that results in documented change (e.g., collaboration with local schools, work with community organizations in problem solving, new professional certifications resulting from significant exploration, design of assessment systems/reports that require synthesis of expertise and exploration of data)*

- *Creation of scholarly materials or models (e.g., significant study that leads to change in University processes, policies, or widely-used materials)*
- *Creative endeavors, performances, and literary or artistic works*
- *Grant development and awards*
- *Significant study to expand areas of scholarly expertise promoting cross-disciplinary experiences and/or student research*
- *Invitational or juried exhibitions*
- *Patent applications*

College of Arts and Sciences' Statement on Scholarly Activity

The College of Arts and Sciences endorses the university definition of Scholarly Activity. In addition, the College recognizes the diverse ways faculty members engage in scholarly activity and that these activities often overlap or bridge the divisions between Student Intellectual Development, scholarship, and professional stewardship.

Regardless of its diversity, however, scholarship:

1) Is intellectually rigorous,
2) Extends the frontiers of knowledge/creative expression,
3) Can be documented, and
4) Is validated by and shared with other professionals.

Scholarly activities that count toward tenure and promotion involve these four primary qualities.

In terms of the first two qualities, scholarly activity is defined as serious inquiry, examination, or experimentation aimed at the discovery and interpretation of knowledge, revision of accepted theories or laws in the light of new knowledge, or practical application of theories or laws. Scholarship involving creative activities may be defined as the act of bringing into existence *ex nihilo*, as in composing a poem or play. The final two qualities involve the distribution of knowledge through a variety of modes: scholarly publications, electronic media, patents, developing new clinical techniques, public performance, grant production, and the reporting of findings.

These discovery and interpretive activities extend one's disciplinary expertise, generate new knowledge, have tangible results, and contribute substantively to one's discipline or the larger academic community.

Applied activities, which often overlap with professional service and teaching, are distinguished from civic and institutional citizenship by their scholarly rigor. They represent the best in professional practice and draw on the faculty member's professional knowledge. They may take form in a variety of internal and external activities in which one brings his/her expertise to bear on problems and tasks and, thereby, benefits the campus or professional community and/or the common good. In many disciplines, applied scholarship is an essential if not primary contributor to the field's knowledge base. Examples include conducting clinical intervention studies, program management, developing grant proposals, providing technical assistance, shaping public policy, editing journals, consulting, and writing or performing for the media.

Teaching is especially valued as a scholarly enterprise at Winthrop. Teacher-scholars acquire and generate knowledge by ongoing study of new material in their fields and in reflective practice.

They apply or disseminate knowledge by integrating it into their pedagogy; developing new programs and courses; formulating, publishing, or presenting reports of new teaching techniques; and participating in programs with the schools, in assessment programs, and in programs that educate the public.

As a guide for faculty pursuing tenure, promotion and post-tenure review, the following list prioritizes some scholarly activities based on the degree to which they embody the above mentioned four primary qualities: rigor, knowledge contribution, and the degree of review or validation by disciplinary peers or other professionals. Candidates for promotion and tenure bear the burden of proof for demonstrating the scholarly nature of their work and substantiating its priority ranking. When forwarding a candidate's dossier, departments will include an evaluation of the scholar's work and assign those activities to the appropriate priority area.

Faculty in the College of Arts and Sciences are encouraged to collaborate with students in research and other Scholarly Activity. Faculty mentoring of student research and other scholarly activity is Student Intellectual Development. When the mentoring relationship leads to a product, this product can be categorized as Scholarly Activity as defined below. [Addition approved by CAS Faculty Assembly 08/30/13]

The general guidelines on the priority level of a scholarly product should be followed in any case of co-authorship, whether with students or other professional colleagues. In all cases of co-authorship, the faculty member should clearly delineate the role s/he played in generating scholarly products. [Addition approved by CAS Faculty Assembly 08/30/13]

The following list is to aid faculty in communicating their scholarly identity by codifying, according to priority, scholarly and creative activity within the College of Arts and Sciences.

Priority One Scholarship *illustrates novel ideas, demonstrates mastery of skill, or refinement of current knowledge, highest public/private validation or judgment of work*. **Examples of such scholarship would be:**

- Publications in any mode of original or innovative work, that is refereed or judged by other professionals - including those related to teaching, interdisciplinary work and service: for example, books, book chapters, textbooks or teaching materials from original research and discovery, monographs, articles, poems, or plays.
- Presentations that reach a significant audience, which have undergone a stringent, refereed selection process by experts and produced a scholarly product that marks a significant contribution to the field.
- Applied forms of scholarship: for example, consultations, translations, and development of patents or new testing methodologies which lead to innovative processes or products or advance scholarly fields.
- Editorship of a major publication.
- Grants funded by extramural agencies or foundations.

Priority Two Scholarship *integrates existing ideas, utilizes discipline-specific skills, often products of the refinement process, less stringent public/private validation or judgment of work*. **Examples of such scholarship would be:**

- Publications in any mode of scholarly information: for example, book reviews or other materials, bibliographies, abstracts of materials published by others, encyclopedia

contributions, technical manuals, and websites and textbooks that integrate existing knowledge in new ways.

- Applied forms of scholarship including in rare cases professional stewardship which contribute to one's discipline or community: for example, serving on an editorial board or as a public policy analyst; producing research reports for agencies, disciplinary groups, businesses and industry.
- Presentations, performances, exhibitions, clinics, workshops or symposia in significant professional contexts that include an opportunity for scholarly exchange. When presentations undergo a stringent, refereed selection process by experts and produce a scholarly product that makes a significant contribution to the field they may qualify as Priority One scholarship. The burden of proof for the latter qualification lies with the faculty member. [Addition approved by CAS Faculty Assembly 08/30/13]
- Grants developed and submitted to seek extramural funding.

Priority Three Scholarship *uses discipline skills in myriad productive ways without the kinds of professional assessment that characterize higher priority scholarship. Examples of such scholarship would be:*

- Publications in popular and non-academic sources, including newsletters and magazines directed to general and specialized audiences.
- Publications or presentations in contexts outside of the classroom where students are the primary audience and that include an opportunity for scholarly exchange. [Addition approved by CAS Faculty Assembly 08/30/13]
- Applied forms of scholarship in which one serves other scholars and professionals or contributes to the good of the community: for example, reviewing research proposals, papers and accreditation or certification applications for an external group; constructing and developing web sites that provide a forum for the exchange of scholarly ideas, research problems or pedagogical materials; developing and organizing scholarly conferences; and serving on the boards of professional organizations.
- Presentations, talks, and activities for the general public, which draw upon one's scholarly expertise.
- Direction or supervision of student master's theses, undergraduate honors theses, or substantial research and creative projects.
- Projects or experiences that require an extended time commitment and significantly broaden one's pedagogical or professional expertise such as faculty exchange programs, Fulbright studies, workshops and colloquia.
- Funded intramural grants.

Because faculty are asked to articulate a scholarly identity when applying for tenure, promotion, and post-tenure review, faculty should demonstrate how their work among the priority categories contributes to an overall professional identity. Building upon the four previously identified qualities of Scholarly Activity: faculty need to display intellectual/creativity curiosity, illustrate mastery of necessary skill sets related to their discipline (qualitative, quantitative, artistic), present outcomes to peers and/or external audiences and demonstrate efforts to make ones work better towards maximizing academic/public utility. Expectations vary by level of appointment.

Tenure:

The candidate must have established an active research identity, while demonstrating the four primary qualities.

Associate Professor:

The candidate must have established a successful research identity and earned a measure of professional recognition in the discipline of specialization, while demonstrating the four primary qualities. The candidate's scholarly activity should be recent and sustained.

Professor:

The candidate must have achieved a mature record of scholarly excellence and earned significant professional recognition in the discipline/profession, while demonstrating the four primary qualities of scholarly activity. [Revision approved by CAS Faculty Assembly 08/30/13]