

May 17, 2006

## **Scholarly and Professional Activities**

Faculty members should be involved in scholarly and professional activities that will enhance the depth and scope of their knowledge, especially as it applies to their teaching disciplines.

### **Description:**

Faculty participation in scholarly and professional activities is essential to maintain professional competency and currency. Such activities should contribute to the body of knowledge in the disciplines they teach. Each faculty member has a continuing professional responsibility to devote an appropriate amount of time to professional and scholarly activities, and these intellectual endeavors should be documented. Scholarly activity and professional activity are each described below.

#### **A. Scholarly Activity**

For the purposes of this expectation, the BAE Department acknowledges the four types of scholarly activity described below. These four categories of scholarship are identified in *Scholarship Reconsidered: Priorities of the Professorate*, a special report from the Carnegie Foundation for the Advancement of Teaching. However, the descriptions of each category have been adopted and modified as required to meet the department's needs. One common element that all scholarly activity must include is a component of peer review.

1. The scholarship of teaching can be the most rigorous scholarship of all. It starts with what the teacher knows – teachers must be widely read and intellectually engaged in their fields; but teaching becomes consequential only when knowledge can be conveyed and is understood by others. The scholarship of teaching has to do with understanding how students learn in different fields. To be a good teacher means not merely just knowing the field, but also understanding and using the most effective teaching methodologies available. This includes the development of new teaching materials, development and evaluation of new methods of instruction, and the development of techniques to evaluate the effectiveness of instruction. Each of these activities must be assessed and documented. Documentation should include publications dealing with pedagogy and/or teaching techniques, participation in workshops and seminars devoted to improving teaching skills, written evaluations of teaching material, and the development of student outcomes assessment tools.
2. The scholarship of discovery is the closest to what is meant by the term “basic research.” Freedom of inquiry and freedom of scholarly investigation is an

essential part of higher education. The scholarship of discovery requires original research, makes an original contribution to a discipline's base of knowledge, and involves speaking or writing to an audience of one's peers outside of Mount St. Mary's University.

3. The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Comprehensive articles and monographs, participating in curricular innovation, conducting interdisciplinary seminars, and textbook writing are examples of the scholarship of integration
4. The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. The scholarship of application does not include regular service activities or routine consulting – these are considered professional activities, and are discussed below. The scholarship of application must be tied directly to one's field of knowledge, and relate to and flow directly out of creative professional activity. The engagement in applied research and/or development may take the form of contract research, consultation, technical assistance, policy analysis, or program evaluation, provided that these are meaningful intellectual activities. This kind of scholarship requires creativity and critical thought in analyzing significant problems. These activities must be documented, and should include an evaluation from those receiving these services.

## **B. Professional Activity:**

For the purposes of this expectation, professional activities are defined as:

1. Activities involving the use of professional expertise in helping solve practical problems in either the private or public sectors (e.g. professionally-related consultation, policy analysis, etc.).
2. Activities in support of professional organizations, such as attending and participating in a professional meeting, or performing in a leadership role in a professional organization.
3. Professionally-related service activities directly related to the academic discipline of the faculty member, and consistent with the stated mission of the academic business unit. Community and university service activities not directly related to the faculty member's discipline do not satisfy this expectation.

Professional activity includes the routine application of a faculty member's professional expertise in helping to solve problems in either the private or public sectors. These may include activities for which a faculty member is paid, or volunteer services for which no pay is received. The key word is "professionally-related." Community activities that are not professionally-related are not to be included. General community service such as coaching sports teams or delivering meals to shut-ins are not considered to be professionally-related. For example, if a faculty member conducts a men's Bible class, it is not professionally-related; however, if an accounting faculty member conducts an annual audit of the church's financial affairs, and prepares an opinion letter, the work is considered to be professionally-related.

Professional activities can also include support of professional organizations. For example:

1. Serving as an officer of a professional organization,
2. Participating in a professional meeting as a program chair, paper presenter, or discussant, or
3. Participating in seminars, symposia, short courses, or workshops intended as professional development or enrichment activities.

Date	Signature
<u>2/27/08</u>	<u>William C. Ferguson</u> Department Chair
<u>4/30/2008</u>	<u>James B. Russell</u> Vice President for Academic Affairs
<u>7/2/2008</u>	<u>Thomas Powell</u> President