

C. Faculty Scholarship

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I. **Philosophical Statement Regarding Scholarship**

As an institution of higher learning, a University is a place of scholarship, where known facts, principles, and ideas are learned, evaluated, interpreted, and synthesized and where new facts are discovered and new ideas are generated. It is a place of creativity, a place where the artistic, literary and musical aspects of our lives are explored, enhanced, and expanded.

Scholarship is absolutely essential for all institutions of higher learning; thus, it is for Mount St. Joseph University as a whole and for faculty members of the University in particular.

Scholarship should permeate the life of each faculty member. A scholar at Mount St. Joseph University is a learner who engages in critical and sustained inquiry. As a critical inquirer, the scholar expands his or her intellectual world through questioning, evaluating, and synthesizing ideas that come both from within and from external sources. As a sustained inquirer, the scholar is disciplined enough to study the interrelationships of ideas and to advance his or her discipline and, perhaps, related disciplines. This scholarly pursuit must be maintained over the years, although there may be periods of time in which a faculty member demonstrates more scholarship than at other times.

The scholar is always aware of the value of sharing with and learning from other scholars of the discipline and from those beyond the discipline, for it is from the critical review of other scholars that there is some assurance that the sustained inquiry is worthwhile.

Mount St. Joseph University is enriched by the variety of its faculty. This variety creates a broad view of scholarship that expands rather than limits its perspective and meaning. As used here, "scholarship" includes, but is not limited to, the creative work of the artist, musician, or writer; the original discovery and field-research of the scientist; the expressed insights of the historian or philosopher; the development of innovative programs of the computer scientist, and the advancement of pedagogy of the educator. The quality of such endeavors, as accepted by the appropriate community of scholars, will determine their value as scholarship.

Scholarship is at the heart of the definition of a University professor. Advancing the knowledge of others is a vital function of an institution of higher learning. The faculty member cannot perform this function without advancing his or her own knowledge. Each faculty member must be a scholar in order to be an effective teacher. Therefore, scholarship and teaching are closely interrelated and, by their nature, sometimes can be difficult to differentiate.

(Some faculty are charged with advancing knowledge of students within a major program, whereas others provide general education instruction for all students. Both

functions are to be valued. The scholarship performed by faculty members may reflect this difference). Each faculty member is expected to engage in teaching, scholarship, and citizenship. At Mount St. Joseph University, a liberal arts University, the most essential function of the institution is teaching, and scholarship that relates to teaching is highly regarded. Although a teacher's presentations in the classroom setting are not viewed as scholarship, activities related to curriculum development and teaching preparation are scholarship if they meet the criteria set forth in this document. Scholarship enhances teaching, and teaching may lead to what would be acceptable as scholarship. A teacher-scholar at the Mount should model scholarship and assist students in engaging in scholarship to achieve educational goals.

Academic citizenship in itself is not scholarship. However, involvement in scholarship may enhance the ability of the faculty member to perform service for society as a whole and for the more specific constituents of the University and the local community. An activity that begins as academic citizenship or service may lead to what would be acceptable as scholarship.

It is the University's responsibility to recognize scholarship as an essential part of faculty responsibility and to provide an environment in which scholarship thrives. The relationship the faculty member enters into with the University and the process of evaluation of each faculty member need to reflect this philosophy of scholarship.

II. **Definition of "scholarly and creative activity"**

The operational definition of "scholarly and creative activity" incorporates two categories that reflect the philosophy that a scholar continues to grow and continues to advance his or her own discipline and, perhaps, related disciplines. A faculty member is expected to demonstrate acceptable activities within both of these categories unless the criteria for ranks/contract-status indicate otherwise.

- A. The scholar continues to grow through formal programs of study, maintaining expertise in practice, participation in professional conferences, active membership in professional organizations, or some combination of these.
- B. The scholar contributes to his or her discipline or field of endeavor by doing one or more of the following:
 - 1. expands upon what is known in that discipline or field of endeavor,
 - 2. breaks new ground creatively,
 - 3. integrates, interprets, or applies what is known in that discipline or field of endeavor.

Only what is documented as "scholarly and creative activity" can be viewed as demonstrating scholarship; it must be evaluated favorably by an appropriate "community of scholars" of that discipline or field of endeavor (this traditionally has been called "peer-review"). In order to make this evaluation possible, any product of "scholarly and creative activity" must be readily available to the appropriate "community of scholars." In those cases in which there is no product, the activity must be documented as scholarship and accepted as scholarship by scholars in the discipline or field of endeavor.

III. **"Scholarly and creative activity" for the purposes of promotion, rolling contract, or tenure**

Scholarly activities take place within the context of the community of scholars. Faculty celebrate one another's scholarly and creative activity, because the whole community is enriched by any one faculty member's success. All faculty members, especially department chairs and others in leadership positions, are encouraged to develop mechanisms for collaboration among faculty on scholarly and creative activity.

A faculty member receives affirmation that his or her scholarly and creative activity meets the criteria of this institution through feedback from and interaction with colleagues relative to the breadth and depth of scholarly and creative activity and through annual evaluations.

Although all faculty members are expected to demonstrate scholarly and creative activity, the depth will differ by rank and contract status of faculty. At the same rank and contract status, the same criteria apply to all disciplines or fields of endeavor.

The University encourages and values diversity of scholarly and creative activity: with students, with colleagues, or alone; on content or on pedagogy; in a discipline or in a field of endeavor. All faculty have the freedom to pursue scholarship in any of the aforementioned ways, none taking priority over another.

A faculty member's scholarship is cumulative and flexible over time and type of activity. One faculty member may concentrate within one or two types of activities, while another may demonstrate scholarship in many types of activities. Scholarship relates to the quality and impact of the work more than to the type or variety of activities performed.

What follows are concrete examples of how scholarly and creative activity are demonstrated at Mount St. Joseph University.

Category A

For a description of how to demonstrate scholarship within Category A, refer to II A: Definition of "Scholarly and Creative Activity" of this document.

Category B

Refer to Part II, Section B.

The following are some specific examples of how scholarly and creative activities can be demonstrated in Category B. Other activities may be acceptable if the faculty member can justify them as scholarship within the appropriate discipline or field of endeavor, keeping in mind that Category B scholarship must either expand upon what is known in that discipline or break new ground creatively, or integrate/interpret/apply what is known in the discipline; it must be peer-reviewed and widely disseminated. The activities are not listed according to any hierarchy of value of scholarship.

- Publications: articles, books and chapters in books, scripts, musical compositions
- Exhibition, publication, or performance of creative work (art, music, or other media)
- Presentations before professional/scholarly groups
- Translation of existing works
- Receipt of funded grants
- Development of novel computer programs

Scholarship Criteria for Promotion in Tenure Track or Professional Track Rank

Assistant Professor

Tenure Track: The scholarship of a faculty member applying for the rank of Assistant Professor is proved or presumptive.

Scholarship that is presumptive may include but is not limited to the following:

- Indications from peers of the faculty member's scholarship potential;
- Applications for grants, favorably reviewed, although the grants were not received;
- Papers that were favorably reviewed for journals or conferences, but not accepted;
- Dissertation or other work in progress;
- Scholarship that was completed years ago.

Scholarship that is proven may include but is not limited to the following:

- Scholarship at the local level, for example, presentations to graduate students, local exhibits or lectures;
- Sustained and continuing scholarship.

Professional Track: The scholarship of a faculty member applying for the rank of Assistant Professor is proved or presumptive.

Scholarship that is proven is contingent upon the division from which the faculty member is employed. Evidence shows participation in professional projects, presentations, research or grant writing.

- A. Please see the table in the "Faculty Rank and Credentials" section of the Employee Handbook (III.C.2.c) for examples and for the expectations appropriate to each rank for Professional Track faculty.

Associate Professor

The scholarship of a faculty member applying for the rank of Associate Professor is continuing and developed. Successful candidates for Associate Professor typically have engaged in Category B activities on a fairly consistent basis in the years preceding their promotion. Their scholarship has been demonstrated on at least a regional level.

Tenure Track: If a candidate has been an active scholar before employment at Mount St. Joseph University, that scholarly record will be considered by the committee to help establish the candidate's credentials as a capable scholar. In addition, the candidate must demonstrate that he/she can do quality, peer-reviewed scholarship in the context of their position at MSJ. Therefore, any candidate must establish a record of peer-reviewed scholarship during the tenure-track period at MSJ.

Professional Track: The scholarship of a faculty member applying for the rank of Associate Professor is continuing and developed. Evidence shows peer-reviewed publications, presentations, or successful grant writing.

Please see the table in the "Faculty Rank and Credentials" section of the Employee Handbook (III.C.2.c) for examples and for the expectations appropriate to each rank for Professional Track faculty.

Professor

Tenure Track: The scholarship of a faculty member applying for the rank of Professor is mature as well as continuing and developed. Mature scholarship is characterized by greater depth, breadth, or quality (or some combination) as compared with scholarship expected at the level of Associate Professor. Successful candidates for Professor typically have engaged in Category B activities on a fairly consistent basis in the years preceding their promotion. Their scholarship has been demonstrated on at least the national level.

Professional Track: Not Available

Definitions Active Membership in a Professional Organization

"Active membership in a professional organization" includes being a member of a professional organization and participating in activities associated with the professional organization that advance the subject-matter of the discipline or field of endeavor rather than those that merely advance that organization.

The burden of proof that some particular activity associated with a professional organization is accepted in that discipline or field of endeavor as "scholarship" and not "service" or "academic citizenship" rests with the faculty member.

Community of Scholars (= "Scholars" in the Field)

A "community of scholars" consists of peers who are knowledgeable in a particular discipline or field of endeavor.

"Community of scholars" should not be construed as being restricted to those in "Academia", per se. Also included might be people employed in industry, commerce, government, etc., depending on the discipline or field of endeavor. For example, in art, a "community of scholars" might include professional artists as well as "scholars" knowledgeable in that field. Likewise, a "community of scholars" in a musical field might include not only academic musicologists but also composers, performers, directors, and so on. Obviously, it is not possible to have the total "community of scholars" be involved in "peer-review" of a particular faculty member's work. However, just the head of an academic department or, even, all the people in a given discipline at this institution are not sufficient for "peer-review," although these people might well be part of the peer-review process.

Discipline (= Subject Matter Field in the "Employees Handbook")

The "discipline" of a faculty member is one or both of the following:

- A. The discipline in which the most advanced degree of the faculty member was awarded;
- B. The discipline of the department in the University into which the faculty member was hired or the discipline to which the faculty member's contract refers. Ordinarily, if the person was hired to teach in the Biology Department, for instance, then biology, in the general sense, is that person's discipline. If the Education Department, then education. And so on.

Field of Endeavor

A "field of endeavor" is one of the following:

- A. a discipline outside that of the faculty member as defined under "discipline" above; or
- B. one that is interdisciplinary or multidisciplinary in nature; or
- C. one that incorporates activities that are unrelated to a specific discipline, as defined under "discipline" above, yet are related to one's role as a faculty member.

Formal Program of Studies

A "formal program of studies" is one leading toward an advanced degree in the faculty member's discipline at an accredited graduate school.

Maintaining Expertise in Practice

The phrase "maintaining expertise in practice" refers to the fact that certain disciplines demand that the individual maintain expertise in the practice of that profession. Although the phrase "maintain expertise" may be used in such a context, the goal is the continued advancement of the skills and knowledge of the individual to the level of expertise currently accepted in that discipline.

Professional Conference

A "professional conference" is one of the following:

- D. A meeting of a professional society or other recognized professional organization in the faculty member's discipline or field of endeavor, or
- E. A symposium or similar meeting in the faculty member's discipline or field of endeavor sponsored by a professional society or accredited institution of higher learning.

Professional Organization (=Society)

A "professional organization" is an organization recognized as a professional organization by the community of scholars in that discipline or field of endeavor.

The burden of proof that an organization is a professional organization would fall on the faculty member.