

4-11-1994

## Redefining Scholarship

The College at Brockport, College Senate

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Resolution # 18-1993-94

*(CORRECTED COPY)*

*Faculty Senate*

TO: President John E. Van de Wetering

FROM: The Faculty Senate Meeting on April 11, 1994  
(Date)

RE: I. Formal Resolution (Act of Determination)  
II. Recommendation (Urging the fitness of)  
III. Other (Notice, Request, Report, etc.)  
For your information

SUBJECT: Redefining Scholarship



Signed *John E. Van de Wetering*  
(For the Senate)

Date Sent April 18, 1994

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

- a. Accepted. Effective Date \_\_\_\_\_
- b. Deferred for discussion with the Faculty Senate  
*on after Deans have reviewed and suggested additions*
- c. Unacceptable for the reasons contained in the attached explanation

II, III.

- a. Received and acknowledged
- b. Comment:



JUN 24 1994

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Distribution Date 6/23/94

Signed: *John E. Van de Wetering*  
(President of the College)

REPORT TO SUNY COLLEGE AT  
BROCKPORT'S FACULTY SENATE

SUBJECT: SCHOLARSHIP REDEFINED

SUBMITTED BY: FACULTY SENATE AD HOC  
COMMITTEE FOR REDEFINING SCHOLARSHIP

Passed Faculty Senate April 11, 1994

## INTRODUCTION

The Faculty Senate Ad Hoc Committee for Redefining Scholarship was charged in the Fall of 1992 during President William Stier's tenure. Its composition reflected each of the Schools. After much deliberation, the Committee settled on the model put forth by the Carnegie Commission which was chaired by Ernest Boyer (1990).

Boyer's report asserts that traditionally the term scholar referred to one who was engaged in research and publication. He argues that this position is restrictive for it states that research and publication are the only measures of scholarship. Historically, it has been viewed that "scholars are academics who conduct research, publish, and then perhaps convey their knowledge to students or apply what they have learned: (p. 15). The assumption here is that teaching and practice evolve from scholarship; rather than being considered as part of it. Such a linear view is not accurate. In fact, scholarship is a more systemic process in which theory can lead to practice and practice can lead to theory. The highest form of teaching then, can actually shape both research and practice. Thus, scholarship is a more dynamic and expansive process and one that transcends its historically limiting boundaries.

With these beliefs in mind, the Committee for Redefining Scholarship has developed a document in which we identified activities and endeavors that are reflective of Boyer's four areas of scholarship: Teaching, Practice\*, Integration and Discovery. Our intent is not to minimize or replace scholarship as research and/or publication, but to move beyond the "teaching vs. research" debate to a more inclusive model which recognizes a scholar as one who may make connections between theory and practice.

The Committee firmly believes that the process for determining the scholarliness of the faculty begins at the departmental level. What is idiosyncratic to the nature of a discipline's scholarship is best left to the department to explain and delineate. Thus, the early burden rests upon the department's APT Committee and Chairperson for assisting and/or mentoring its faculty toward scholarly works.

Before proceeding further, it is important to add that the Committee's charge was to Redefine Scholarship. Its responsibility did not include addressing Tenure, Promotion, DSI or the end of the year report. Certainly, once scholarship is redefined, it will have to be considered as having an effect upon this matters. In fact, it is this Committee's recommendation that the preceding four areas be the next objective(s) for reexamination and reworking to be undertaken by the Faculty Senate; furthermore, that the

Chairs be given a more active and central role in the Tenure, Promotion and DSI processes.

\*The Committee believes that the term Practice more vividly expresses the intention of this activity as scholarly rather than Boyer's term of Application.

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Therefore, be it resolved that the following document be adopted as the definition of scholarship for the SUNY College at Brockport.

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Ad Hoc Committee to Redefine Scholarship:

Linda Balog - Health Science (1992-94)  
Jeremiah Donigian - Counselor Education (1992-94)  
Earl Ingersoll - English (1992-94)  
Judith Jensen - Physical Education & Sport (1992-94)  
Larry Kline - Biology (1992-94)  
Jeffrey Linn - Education & Human Development (1993-94)  
Peter Olevnik - Library (1992-94)  
Susannah Newman - Dance (1993-94)  
Bill Stewart - Art (1992-93)

**A.) Scholarship of Teaching**

Defined As:

Transforming knowledge in our fields into terms that our students can understand. A teacher as scholar recognizes that good teaching is more than technique (although that's a piece). The scholarly teacher both educates and entices new scholars; as well as consistently developing new/state of the art course content, processes and procedures that enhance and strengthen the learning process. Furthermore, for the scholarly teacher, teaching is situational and involves framing issues and knowing precedents, analogous cases and situations. This knowing distinguishes a master teacher and scholar from a novice.

Demonstrated by (but not limited to) such examples as:

- Longitudinal evidence that tracks one's development as a teacher. Such evidence may be in the form of a portfolio that includes course syllabi, video tapes, and other materials that span several years in time.
- evidence that one has transformed as well as extended one's discipline based knowledge effectively into the teaching setting.
- student generated work that demonstrates that they are critical, creative thinkers who are able to approach discipline-based problems and develop solutions reflective of original thinking.
- invitations or presentations directly related to teaching.
- a teaching portfolio which includes planning, teaching, assessing/feedback and evolving reflection.

Demonstrations of Scholarship in all of its expressions shall normally involve a product, which is subject to external peer review.

It is important that scholarly teachers are able to offer a rationale that explains how an why the methodologies or strategies they employed led to the above outcomes. This is not meant to stifle creative and spontaneous teaching. To the contrary, it is desired to encourage and underscore that fact that there are moments in the teaching process when the scholarly teacher's creative and scientific knowledge combine and lead to a greater level of learning. Because of this expanded view of teaching, we believe Student Evaluation Forms to be poor measures of scholarly teaching.

B.) Scholarship of Practice

Defined as responses evolving from the following questions "Can practice based upon knowledge from one's discipline be used to resolve problems of consequence?" "In what ways does one's disciplined based knowledge help individuals as well as institutions?" "In what ways does one's discipline based practice in coping with social problems lead to generating scholarly investigation?"

Demonstrated by (but not limited to) such examples as:

- evidence of students practicing at a successful level within their field of endeavor
- mentoring/supervising in a clinical or field based setting that depends on use of discipline based knowledge
- new intellectual understandings are generated through one's disciplined based practice that are acknowledged for their scholarliness through peer review
- one's consultative and committee work with the university and/or community is solely due to one's discipline and the product generated from such involvement can be directly attributable to one's knowledge and expertise in said discipline
- practice can be viewed as engaging in activities reflective of one's discipline such as medical diagnosis, working with public schools, shaping public policy, creating and choreographing a musical or a play, all of which contribute knowledge to or demonstrate how knowledge is used.

Demonstrations of scholarship in all of its expressions shall normally involve a product, which is subject to external peer review.

C.) Scholarship of Integration

Defined:

Whereas **Discovery** seeks to find answers to "What is to be know, what is yet to be found?" **Integration** asks "What do the findings mean?" Hence the definition of Integration includes but is not limited to:

- giving meaning to isolated facts by putting them in perspective
- making connections across disciplines
- placing specialties in a larger context
- educating non-specialists
- serious disciplined work that interprets, draws together and brings new insight to bear on original research
- research at the boundaries where fields converge/overlap
- fitting research into a large intellectual field.

Demonstrated by (but not limited to) such examples as:

- evidence of collaboration and/or shared communication with expert (s) from other disciplines which leads to the enhancement of knowledge in one's discipline
- shared presentations at conferences, symposia, etc. with experts from other disciplines which reflect the blending and/or reframing of findings to give added or new meaning to data/knowledge from each discipline
- interpretation of existing knowledge by placing it in an interdisciplinary context and by so doing giving new meaning to it.

Demonstrations of scholarship in all of its expressions shall normally involve a product, which is subject to external peer review.



D.) Scholarship of Discovery

Defined as:

Original work that contributes to existing knowledge in one's discipline.

Demonstrated by (but not limited to) such examples as:

- research and evidence of commitment to knowledge for its own sake that is deemed new and contributing to the stock of knowledge in one's discipline
- quantifiable and qualitative research in one's discipline
- documentation of new knowledge through refereed journals, published books, chapters in books, monographs, textbooks, etc.
- original/creative works in the arts and performing arts that are considered novel and/or additive to existing works as judged by one's peers.
- refereed presentations and papers given at conferences
- commissioned work

Demonstrations of scholarship in all of its expressions shall normally involve a product, which is subject to external peer review.

References

Boyer, E. L. (1990). Scholarship Reconsidered. Princeton:  
The Carnegie Foundation for the Advancement of Teaching.