

# STATEMENT OF SCHOLARLY AND PROFESSIONAL ACTIVITIES

Bolte School of Business

## Preamble:

The Bolte School of Business agrees that every faculty member in this department 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. The purpose of this statement is to: (1) detail how the Bolte School defines scholarship and professional activity; (2) provide guidance for tenure and full professor candidates; and (3) provide guidance to post-tenure faculty regarding Bolte School expectations.

## I. Definition and Description of Scholarship and Professional Activity:

Faculty participation in scholarly and professional activities is essential to maintain professional competency and currency. 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, a faculty member may endeavor to contribute to any one or more of the four types of scholarly activity described below. These four types 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 is tied directly to one's field of knowledge and relates to and flows 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. Such 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 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 or organizing seminars, symposia, short courses, or workshops intended as professional development or enrichment activities.

## **II. Guidance for Tenure and Full Professor Applicants:**

### **A. Applicants for Tenure:**

As general guidance, applicants for tenure should keep the following in mind:

- The governing documents make it clear that any applicant for tenure must demonstrate "excellence as a...scholar."
- Successful applicants for tenure from the Bolte School have typically published at least two blind, peer-reviewed journal articles along with other scholarly and/or professional activities during their tenure-track years on the Mount faculty.
- Editor-reviewed articles and book chapters help to support the tenure application, but they are not substitutes for blind, peer-reviewed journal articles. (Accounting journals and law journals are two exceptions where editor-reviewed articles are the norm.)
- Successful applicants must demonstrate scholarly activity during their time of employment at the Mount. Scholarship completed prior to joining the Mount faculty will be considered as part of the applicant's body of work, but it does not carry the same weight as work completed more recently as a Mount faculty member.

- Conference presentations and professional activities will be considered when determining tenure applications, but they will not carry the same weight as peer or editor reviewed articles.

**B. Applicants for rank of Full Professor:**

As general guidance, applicants for full professor should keep the following in mind:

- According to the *Governing Documents*, those appointed to the rank of professor must “demonstrate a record of consistent and distinguished scholarly development and productivity.”
- For purposes of Bolte School applicants, a "consistent" record of scholarship will generally be evidenced by an average of at least one peer or editor reviewed article every two to three years along with regular conference presentations and appropriate professional activities.
- For purposes of Bolte School applicants, a "distinguished" record of scholarship must generally be acknowledged when recognized scholars or practitioners in the applicant's field are able to make a reasonable case that the applicant is viewed as an authority in a particular field of study or profession.

**III. Post Tenure Expectations:**

The Mount currently has a post-tenure development process in place. Department Chairs and/or Deans conduct reviews of tenured faculty every five years. Post-tenure reviews and responses to those reviews are included in a faculty member's personnel file.

Each tenured faculty member will be asked to prepare a brief plan with an agenda for scholarly and professional activities that they expect to carry out over the next five (5) year period. The plan will be approved by the Bolte School dean and post-tenure evaluations of scholarship will focus on the plan and progress made on executing the plan.

**Date**

**Signature**

6/1/16

Karl W. Ery  
Dean

6/1/14

Jeanne C. Hunter-Cramer  
Provost

6/1/16

Karl W. Ery  
President