

- c. Flexibility in adapting to the changing needs of the College. Examples include willingness to teach divisional or interdisciplinary courses, the development of new courses, the teaching of writing intensive courses and continuous assessment of the curriculum.
  - d. Initiating or participating in cultural activities in the College. Examples include those activities that improve the intellectual and cultural climate; serve the College's mission and heritage.
  - e. Initiating or participating in activities in the wider community. Examples include those activities that benefit the community; serve the College's mission or exemplify its values and heritage; contribute to the Faculty member's professional growth.
3. A Definition of Scholarship at SNC<sup>4</sup>
- a. The Concept of Scholarship

Scholarship at St. Norbert College is not an abstract term, but rather a way of life. It is a shared philosophy that deeply values the idea of a community of teacher-scholars learning and growing together--a community where cooperation rather than competition is the norm; a community where faculty-student learning partnerships are the rule rather than the exception; a community enflashing the "mutual respect and trust" to which our mission statement refers.

The concept of scholarship at St. Norbert College recognizes the value of all who strive to bring light into the corners of darkness, of all who join the struggle to push back the boundaries of ignorance that surround us. This includes not only the explorers who expand the frontiers of knowledge, but also the pioneers who help define the boundaries, construct the maps, and build the roads connecting the various provinces in the new realm. And while our definition reflects our individuality as a small liberal arts college whose reason for being is to help undergraduate students learn, it also recognizes the traditional concept of scholarship informing the wider realm of Academia.

In essence, scholarship at St. Norbert College is the bringing to bear of a trained mind on a problem or question and the public sharing of the results of those labors. It is what academics *do*. It demands training, clear and objective thinking, synthesis, creativity, and an ability and willingness to communicate.

It implies originality, discovery, testing, convincing, and debating. It explores new territory, builds upon what is known, or interprets what is given. It may be seminal, or add a simple footnote. It can be done alone or in teams, but it is *done*; there is a result, an offering.

At the very heart of the SNC definition of scholarship is the concept of intellectual vitality and growth. A scholar is an active learner, not a person who passively rests on past accomplishments. In effect, scholars manifest the best qualities of exemplary students: they ask questions, seek answers,

---

<sup>4</sup>Approved by the Faculty on February 11, 1992.

look for connections, engage in problem solving, and apply what they have learned. Good scholars, like good students, demonstrate a life-long commitment to continuing self-education.

b. The Process of Scholarship

Also central to the definition of scholarship at St. Norbert College is the belief that scholarship is not only a product, a result, a "contribution to the field," but also the sometimes lengthy process which precedes, generates, and shapes the "product." It is their process that sustains and, to some extent, defines the intellectual vitality of both the teacher-scholar and the liberal arts college. Scholarship, therefore, includes researching, learning, exploring, reflecting, and experimenting. However, a fruitful process is not intermittent, random, or fragmented, but instead sustained, focused, and integrated.

The process of scholarship, while it may be an individual pursuit, need not be undertaken in isolation. The scholar should consciously seek a dialogue with colleagues, both inside and outside the College, who can serve as guides, commentators, and evaluators. That is, scholarly work (whether completed or in process) should be periodically and publicly shared and submitted to the scrutiny of one's peers. This sharing is essential in maintaining the integrity of the scholarly process. In short, scholarship involves the acquisition and advancement of knowledge and the exposure of such efforts to the critical evaluation of others.

c. The Stages of Scholarship

Although scholarship is a complex organic process, three closely interrelated and sometimes overlapping stages are discernible:

(1) Self-development

In this stage of scholarship, learning takes place on a regular basis through such means as reading articles and books, attending professional meetings, and discussing field-related topics with colleagues. Such self-development helps the scholar to grow personally, intellectually, and professionally. This stage may be more pronounced in the early career of a scholar, but does not end there. Self-development through learning continues unabated throughout a scholar's life.

(2) Productivity

During this stage, the scholar's learning is brought to fruition. As a result of intellectual and professional growth, a scholar may, for example, write manuscripts, prepare a grant proposal, develop software, create a work of art, interpret existing artistic works, or devise effective strategies for making knowledge comprehensible to others. The nature of scholarly engagement in this stage may change throughout a scholar's professional life, but the self-development stage should naturally result in some form of regular productivity in one's career.

(3) Dissemination

In this stage the scholar shares the products of scholarship with the academic community through such mediums as performance, publication, exhibition, workshops, and public or professional presentations. This sharing enables the scholar to improve the work, contribute to existing scholarship, and to continue to grow as scholar, teacher, and professional.

d. The Aims of Scholarship

Listed below are four general aims of scholarship. Underlying each aim is the assumption that scholars make evident the process of scholarship through communication and sharing with colleagues, peers, or the public. These four scholarly aims are distinct from teaching, even though in some ways they may be closely related. The examples for each type of scholarship are illustrative in nature and not definitive.

(1) *The creation or discovery of new knowledge, insights, or works*

This type of activity not only enhances the intellectual climate of the College, but augments its prestige as a center for higher learning. As Ernest Boyer points out in Scholarship Reconsidered, "No tenets in the academy are held in higher regard than the commitment to knowledge for its own sake, to freedom of inquiry, and to following, in a disciplined fashion, an investigation wherever it may lead." Examples of this type of scholarship include research projects, musical or theatrical performances, and artistic or literary creations.

(2) *The creation or discovery of innovative pedagogical techniques*

This type of activity may include more traditional educational research, which "seeks to discover and validate general laws of teaching and learning," or classroom research, which seeks "to provide faculty with information and insights into what, how, and how well their particular students are learning in their specific courses" (Thomas Angelo, Classroom Research: Early Lessons from Success, 1991). Although focusing on pedagogy, this kind of practice-based inquiry may also encompass curricular innovations that help generate new teaching-learning techniques. Examples of this type of scholarship might include (1) developing new instructional models for classes comprised of culturally diverse students (2) conducting a comparative study of teaching-learning strategies in a team-taught interdisciplinary course in an attempt to enhance the effectiveness of the students' learning experience (3) analyzing the effects of using humor in the classroom.

(3) *The development of a novel integration of pre-existing information or ideas*

The integrative process builds bridges between two previously unconnected topics, helps interpret data and information, gives meaning to new discoveries and original research, and may even lead to the discovery of new knowledge. The scholarship of integration may include, but is not limited to, cross-disciplinary research, the development of interdisciplinary courses, and artistic creations and

performances featuring a cross-disciplinary orientation. Specific examples of integrative scholarship may include such academic exercises as using computer technology to analyze poetry, bringing ethical principles to bear on biotechnology, and applying psychoanalytic theory to the study of literature or marketing.

- (4) *The application of theoretical knowledge to consequential problems that results in new knowledge or innovative solutions to the problems*

In this form of scholarship the scholar applies specialized knowledge to a significant problem to yield new knowledge and to concurrently solve or reduce the problem itself. Examples of this kind of scholarship are (1) applying economic theory to existing tax law to propose revisions intended to facilitate more efficient allocation of resources and promote economic growth, or (2) applying new theory developed in successful alternative schools to reduce dropout in traditional comprehensive schools, or (3) applying the principles of food web ecology of lakes to the problems associated with surplus nutrients and algal growth in an attempt to improve water quality. As Ernest Boyer suggests, "In activities such as these, theory and practice vitally interact, and one renews the other."

While effective teaching-learning is the primary focus at St. Norbert College, we must also recognize the vital importance of sustaining the intellectual growth and development of all Faculty. This dynamism may take different forms, but it must exist. Without it we fail ourselves, our students, our institution, and the wider realm of Academe. Active scholarship is consistent with the mission and the spirit of community of St. Norbert College.

#### 4. Advisement of Students<sup>5</sup>

Activities and practices, as an academic advisor, that manifest concern for and help to serve the academic, personal and ethical developmental needs of students. For example, activities such as the following may be addressed: assisting students with academic, career, and graduate school decisions; assisting students during registration; following up on mid-term evaluation of advisees, etc.

### IV. Faculty Development Program

#### A. Objectives of the Faculty Development Program:

The St. Norbert College Faculty Development Program is aimed at providing opportunities for pedagogical and professional renewal and growth to Faculty in all stages of their careers--early, middle, and late. The Program first creates a wide range of opportunities, and then provides the help Faculty will need to take full advantage of these opportunities.

Furthermore, the Program is designed to be flexible and dynamic enough to meet the changing needs of the Faculty in relation to the institution as a whole. Now there will be a mechanism specifically designed to provide Faculty development opportunities commensurate with expressed Faculty needs.

---

<sup>5</sup>Amended by Faculty on April 27, 1999.