A Faculty Guide for Scholarship Expectations in the Department of Art

Executive Summary

The purpose of this document is to formulate a guide for scholarship expectations for Department of Art faculty. This guide is not intended to be either an official policy and procedures manual or a contractual document. This document gives special attention to scholarship expectations for faculty on tenure track but may also be used as a guide for non-tenure track and tenured positions.

In part one, we state a definition of scholarship for the Department of Art that is solidly grounded in the results of authoritative work on the topic of university scholarship. We use the University's statement on scholarship and the models presented to us by the Dean of the College of Arts and Sciences and try to address issues of concern in their adaptation to the work of an undergraduate department of art. The definition of scholarship we adopted is as follows:

**Scholarship** generates new knowledge or uses existing knowledge in a new way to solve a problem or answer a question. This scholarship inherently involves creativity in the exploration of phenomena, the analysis and synthesis of data and concepts, and the development of a project or a work of art. Furthermore, scholarship contributes to a larger community by being communicated publicly and by being validated by peers - members of one's professional community who are qualified to judge the quality and value of the product.

In part two, we identify clearly what distinguishes scholarship from professional development, professorial duties and University/Community service.

In part three, we define peer evaluation both internally and externally to the University setting.

In part four, we state the current support available for faculty through the Dean of the College of Arts and Sciences and the University. We also make specific recommendations for types of support necessary for increased scholarship in the Department of Art.
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Overview:

The Department of Art's mission is to prepare students with knowledge of the visual arts. This knowledge incorporates historic, aesthetic and creative experience. Each faculty member must produce scholarship in order to continue to offer students insights into the developments and advancements related to their field of study. In addition, faculty members engaged in scholarship act as exemplary models, allowing students to observe firsthand how an artist, art historian or art educator uses her or his particular skills to lead and to serve others both within and beyond the profession.

Part 1. Defining Scholarship

In defining scholarship, the Department of Art Scholarship Committee eliminated the distinction between the terms "scholarship" and "creative activity." The committee members were unanimous in their conviction that scholarship is, by definition, a creative process. The vocabulary specific to academic scholarship is also appropriate to visually-oriented forms of scholarship.

The committee reviewed a variety of definitions of scholarship cited in research literature and summarized in the School of Education's guidelines. The committee reached consensus in developing the following definition that incorporated key elements:

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Scholarship may be categorized as discovery, application, teaching or integration, according to Ernest L. Boyer's model. Faculty members may engage in scholarship that falls into one or more of these categories, depending upon their research interests and their respective appointments.

Following are descriptions of Boyer's four types of scholarship, defining their distinguishing characteristics, and listing examples of each scholarship type appropriate to the disciplines of study within the Department of Art:

I. Scholarship of Discovery

In discovery, the scholar develops new knowledge to solve a problem or answer a question that is theoretically based and then communicates the results. Viewed by the academic community as traditional research, scholarship of discovery is the pursuit of truth and knowledge for its own sake within a specialized academic area. Scholarship of discovery contributes to the stock of human knowledge and the intellectual environment of the university through its dualistic emphasis on both process and product.

In the Department of Art, scholarship based upon discovery may produce the following tangible results:
- publishing in a peer-reviewed journal
- publishing a book
- writing a published critical review
- contributing to a book, anthology, catalogue, or website
- giving an invited lecture, position paper or studio workshop
- having a paper selected for conference presentation
- organizing a panel, conference session or symposium
- curating an exhibition
- being cited or reviewed in a publication or database
- exhibiting in a juried or curated solo or group exhibition
- having work acquired by a public collection or included in a database
- receiving gallery representation
- receiving a peer-reviewed award of recognition
- receiving and managing a grant

II. Scholarship of Integration

Scholarship of integration makes use of existing knowledge to put isolated facts into perspective and communicates the results. Integration extends research and expands meaning by making connections across disciplines, bringing the focus of inquiry to bear on the broader context and deeper relationships that link and synthesize specialized knowledge into more inclusive patterns.

In the Department of Art, scholarship based upon integration may produce the following tangible results:
- publishing an interdisciplinary article and/or book
- editing an interdisciplinary text or article
- contributing to or being included in a book, anthology, or catalogue
- serving as a reviewer /referee for an interdisciplinary journal
- receiving a grant or other award of recognition bestowed by an organization outside of the fine arts
- giving invited lectures which address art within a multidisciplinary context
- publishing interdisciplinary curriculum materials
- having a work exhibited, published, or cited in a context outside the fine arts
- curating an interdisciplinary exhibition
- receiving and managing a cross-disciplinary grant
III. Scholarship of Application

Scholarship of application serves the interests of the larger community by applying existing knowledge to service activities directly tied to one's area of specialization (sharing one's expertise). According to Boyer, "Such service is serious, demanding work, requiring the rigor and the accountability - traditionally associated with research activities...theory and practice vitally interact, and one renews the other" (Boyer, 1990, pp. 21-23). This service is by definition communicated to the public.

In the Department of Art, scholarship based upon application may produce the following tangible results:
- presenting a workshop, demonstration or lecture for the benefit of the campus and/or community
- serving as an exhibition juror or as a peer-review panelist
- producing a commissioned work for installation and/or publication
- serving on a task force and/or steering committee or as an officer of a professional organization
- serving as a consultant
- curating an exhibition
- chairing and/or participating in program or curricular reviews and evaluations for other educational entities
- serving as outside evaluator for progress on grants
- receiving and managing a grant

IV. Scholarship of Teaching

Scholarship of teaching expands upon existing knowledge or develops new knowledge based upon the classroom experience. This form of scholarship transforms and extends knowledge for other professionals to build upon and is therefore communicated publicly.

In the Department of Art, scholarship based upon teaching may produce the following tangible results:
- publishing an article directly based upon classroom experience in a peer-reviewed journal
- presenting a lecture, workshop or paper directly based upon classroom experience
- developing syllabi or curricular material available to colleagues outside the campus for the purpose of open critique and evaluation
- writing reviews of books and textbooks in area(s) of expertise
- publishing a textbook
- being cited in an electronic database
Figure A:
The Four Categories of Scholarship

- Scholarship of Discovery
- Scholarship of Teaching
- Scholarship of Application
- Scholarship of Integration

Figure B:
The relationship of Scholarship to other faculty activities

- Scholarship
- Professional Development
- Professorial Duties
- Service
  University & Community
Part 2. Distinguishing scholarship from professional development, professorial duties and University/community service

Professional development
Professional development is defined as continuous learning. It provides a base upon which teaching, service and scholarship are built. Professional development includes attending workshops, conferences and exhibitions as well as reading and developing technical skills. Professional development is personal in nature and is not judged for its quality by others. Its significance is revealed in both teaching and service.

Professorial Duties
The effective teacher uses knowledge acquired through professional development and scholarship to assist student learning. Teaching is evaluated by students, colleagues, and administrators. In the studio areas, teaching appointments may carry the additional responsibilities of managing the laboratory facilities of their particular studio area of expertise.

Scholarship
Scholarship generates new knowledge or uses existing knowledge in a new way to solve a problem or answer a question. This scholarship inherently involves creativity in the exploration of phenomena, the analysis and synthesis of data and concepts, and the development of a project or a work of art. Furthermore, scholarship contributes to a larger community by being communicated publicly and by being validated by peers - members of one's professional community who are qualified to judge the quality and value of the product.

University and Community Service
As stated in the faculty handbook, "Baylor University faculty members are expected to be contributing members, in a variety of ways, both to the University community and of the larger academic, civic, and religious communities as well," (BUFH, 1997, 29). Service to the University community may manifest itself through departmental, college and university committee work.
Part 3. Defining Peer Evaluation

As stated in the definition of scholarship, peers are members of one's own professional community who are qualified to judge the quality and value of the product of scholarship. Peer evaluation occurs both internally and externally to the University.

External evaluation occurs after scholarship is publicly communicated. An example of external peer evaluation is the assessment of one's own scholarship by a juror or referee/editor.

Internal peer evaluation occurs at the departmental and University levels. Peer evaluation at the departmental level includes annual and/or pre-tenure reviews. Peer evaluation at the University level occurs through application for scholarship resources, and administrative recommendations for promotion, tenure and contract renewal.

This document maintains that scholarship is communicated publicly. During this peer evaluation process results may be favorable or not. The responsibility for documentation of scholarship remains with the faculty member who must present his or her case for merit pay, tenure, or promotion through the normal review process.

Part 4. Resources for Scholarship

Current financial support available through the Dean of the College of Arts and Sciences for increased levels of scholarship:

1. Support for specific scholarship projects in the form of one-course reassigned time, summer sabbaticals, and University sabbaticals is available through a competitive pool of funds.

Current University financial resources available to support increased levels of faculty scholarship:

1. Faculty development grants support activities related to teaching (and directly to the scholarship of teaching) and are available through the Office of the Faculty Development Committee. These grants are used to enhance classroom effectiveness. They may be used in a number of ways, for example, to attend a relevant conference or seminar, to study with a scholar or teacher, or to travel to a site which would provide unique information and materials about a subject to be taught. (See BUFH, 1997, 47).

2. Grants to support research projects are available through the University Research Committee.

3. Grant writing workshops to pursue external funding are available through the Office of the Vice Provost for Research and the Office of Sponsored Programs and Contracts.
Suggestions to support increased faculty scholarship.

1. Reduce course-load and contact hours consistent with the demands of faculty scholarship.
2. Increase opportunity for release time.
3. Increase funding for travel.
4. Establish budget for preparation (entry fees, photography of work, framing) and shipping costs for exhibition of faculty art work.
5. Establish budget for copyright and reproduction costs for faculty research.
6. Establish University center for conference/symposia planning.
7. Increase summer and University sabbaticals.
8. Increase financial and personnel assistance in maintaining equipment and managing materials within complex shop settings and/or rapidly expanding classroom technologies.

Conclusion:

It must be emphasized that this document serves as a guide to scholarship expectations for tenured, tenure-track and non-tenured positions in the Department of Art. It strives to recognize and address a full range of possible ways to demonstrate competence in scholarship, but intentionally avoids hierarchical value and/or numeric requirements because of the diversity and complexity of the various disciplines and faculty appointments.

The Committee believed its task to be one of definition and clarification. This document provides a framework within which all departmental faculty can move efficiently in the directions dictated by their scholarship interests. In the midst of so broad a spectrum of possibilities, the committee recommends that the faculty member exercise judicious and appropriate choices.