

The St. Olaf Chemistry Department Statement of Significant Professional Activity

The St. Olaf Chemistry Department faculty have a diverse set of gifts and talents and we expect members to participate in commensurate professional activities. We endorse all professional activity that promotes faculty, student, programmatic and/or institutional development. Professional activity requires expertise; is conducted cognizant of goals, with the proper preparation and using appropriate methodologies; is recorded and disseminated; is significant to others; and is predominantly assessed by peer-review. Professional activities that promote partnerships between undergraduates and faculty are especially valued.

Our categories of professional activities are modeled after those promoted by Ernest Boyer¹ and the Carnegie Foundation for the Advancement of Teaching. We recognize four categories of scholarship: the Scholarship of Discovery, Application, Engagement,² and Teaching and Learning. Faculty may conduct different kinds of scholarship at different stages of their careers. In keeping with our intent to establish and promote professional diversity within the department, we do not anticipate any single faculty member would engage in all areas of scholarship. The following list of examples of professional activities is not meant to be exclusive. Furthermore, faculty are not expected to engage in all examples listed below.

- Applying for and/or securing resources for individual professional growth or for maintaining the department's professional status
- Classroom, laboratory and/or theoretical investigation
- Consulting and patents
- Faculty development workshop participation and/or leadership
- Innovative development, adaptation, and implementation of pedagogy, content and/or materials in the classroom or laboratory
- Involvement in professional organizations from meeting attendance to holding leadership positions
- Peer reviewing of grant proposals and/or publications
- Scientific writing and presentations for any of a variety of audiences

Diverse forms of professional activity require diverse forms of assessment. The traditional forms of peer review as a prerequisite to public dissemination can be effective when articles, treatises, books, book chapters, monographs, and similar forms of openly-published, written material are the end step of a professional activity. Since some activities do not have these forms of communication as natural vehicles for their dissemination, new or alternative forms of assessment are appropriate. In cases where an alternative evaluation process is necessary, the individual and the department chair will work together to design and execute an appropriate review of the work.

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Modified: October 1, 2004

Next scheduled review: Fall 2006.

¹ Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*, The Carnegie Foundation for the Advancement of Teaching: Princeton, NJ, 1990 and *Scholarship in the Postmodern Era: New Venues, New Values, New Visions*, Kenneth J. Zahorski, Ed., New Directions for Teaching and Learning, Jossey-Bass: San Francisco, No. 90, Summer 2002.

² Jerry Berberet, *Nurturing an Ethos of Community Engagement*, in *Scholarship in the Postmodern Era: New Venues, New Values, New Visions*, Kenneth J. Zahorski, Ed., New Directions for Teaching and Learning, Jossey-Bass: San Francisco, No. 90, Summer 2002.

Appendix
Brief Descriptions of the Carnegie Classifications of Scholarship

The ***Scholarship of Discovery*** includes those scholarly activities that extend the body of knowledge through the discovery or collection of new information. Such scholarship seeks to confront the unknown and typically exhibits a dedication to free inquiry, disciplined investigation, and the pursuit of knowledge for its own sake. The Scholarship of Discovery includes what is sometimes referred to as basic or original research.

The ***Scholarship of Integration*** encompasses scholarly activities that are primarily interdisciplinary, interpretive or integrative in nature. Such scholarship seeks to better understand existing knowledge by making connections across disciplines, illuminating data in a revealing manner, drawing together isolated factors, or placing known information into broader contexts. It synthesizes, interprets and connects the findings in a way that brings new meaning to those facts. Such interdisciplinary work is imperative as traditional disciplinary boundaries continue to blur.

The ***Scholarship of Engagement*** represents scholarly work of one's field applied to contemporary affairs of society. Such scholarship moves toward engagement with the community beyond academia in a variety of ways, such as by using social problems as the agenda for scholarly investigation, drawing upon existing knowledge for the purpose of crafting solutions to social problems, or making information or ideas accessible to the public. This work is done collaboratively with social groups or agencies.

The ***Scholarship of Teaching and Learning*** is systematic and thoughtful investigation of student learning for purposes of improving practice and student success. Often conducted by individual faculty or groups of faculty within their own classrooms or programs, results are usually made available for review and use beyond a local setting.

*These descriptions are adapted from Ithaca College Center for Faculty Excellence
www.ithaca.edu/cfe/scholarship_scholarshipdef.htm and from the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) and the American Association for Higher Education (AAHE)
www.carnegiefoundation.org/CASTL/highered/colloquium.htm*