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Many urban universities are reassessing their tenure, promotion and merit policies in an effort to respect the mosaic of faculty talent and encourage a broad range of scholarly activities that support the diverse urban university missions, including traditional research, teaching, and community outreach. Any effort that enlarges, rather than restricts, faculty roles must address five aspects of scholarship that interact with each other: scholarly activities, expressions of scholarship, motivations for scholarship, and the quality and significance of scholarship. This article offers a comprehensive model of scholarship, as well as practical insights in the specific context of the development and adoption of new promotion and tenure guidelines at Portland State University.

Respecting Diverse Scholarly Work:

The Key to Advancing the Multiple Missions of the Urban University

Faculty roles and responsibilities are facing a multitude of new challenges: new technology for teaching and research, new understandings of the factors that determine student learning, an increasing emphasis on interdisciplinary teamwork and on service learning and community outreach, to name a few. Especially for an urban university, the intellectual capital of academia is appropriately being considered as a significant community resource. The beginnings of a comprehensive response to these diverse challenges were captured in Ernest Boyer's landmark book, *Scholarship Reconsidered: The Priorities of the Professoriate* (1990); "The richness of faculty talent should be celebrated, not restricted."

In his book, *The Democratic Corporation* (1995), Russell Ackoff comments that "Growth is the increase in size or number. Development is an increase in capability, competence." Many of our models of success in higher education

are associated with size. The Carnegie rankings of colleges and universities, for example, are heavily dependent on quantitative measures such as the of number of degrees and the amount of federal funding obtained by a university. As universities take on the challenges of expanding missions, administration and faculty are looking for role models that reward the development of capability and competency in contrast to rewards based primarily on the acquisition of resources and growth.

While we as educators have begun to reexamine the goals and expectations of education, society has begun to expect universities to respond to a number of the challenges affecting society, both by preparing their students to meet the challenges and by harnessing the strengths of the institutions to address the challenges directly. The traditional understanding of faculty roles and responsibilities does not adequately support some essential faculty activities, for example, curricular reform or direct involvement in proposing and implementing solutions to society's pressing problems. If urban universities are to respond to societal demands while maintaining academic integrity, we must recognize that faculty attention to such issues can be a legitimate expression of scholarship and can be evaluated and rewarded as such.

Development of the university requires development of its faculty. As faculty address the challenges of pushing forward the frontiers of knowledge, of effective use of new technologies, of improved student learning, of community outreach and professional service, it is important to consider the dynamics and the multi-dimensional aspects of scholarship. Any system that honors the full mosaic of faculty talent must address the full range of issues illustrated in Figure 1, including:

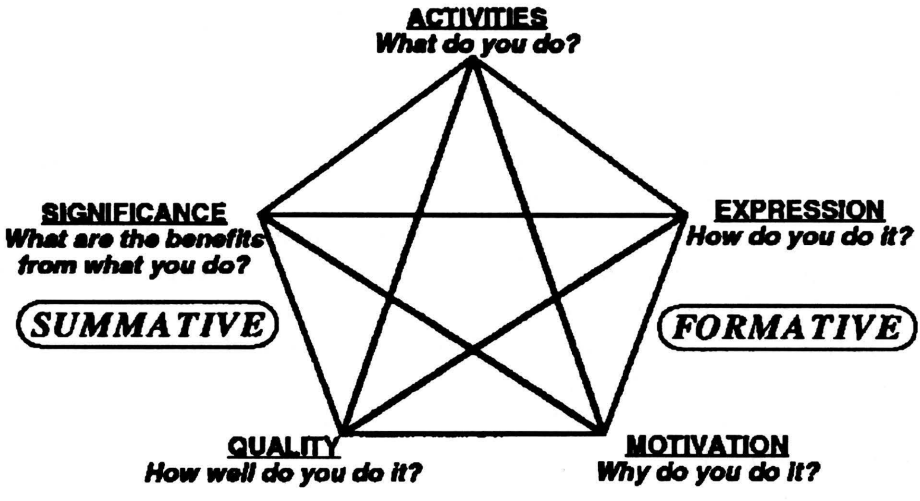
- Activities: What do faculty do that can be considered scholarly work?
- Expression: How do faculty do their scholarly work?
- Motivation: Why do faculty do what they do? How can this be brought in consonance with the institutional missions?
- Quality: How well is scholarly work accomplished?
- Significance: Who benefits from scholarly works? How are the scholarly works and their benefits validated?

The first three aspects are primarily formative in that they are involved in the original selection of the scholarship, the planning for the fulfillment of scholarly work, and the ultimate integration of an individual's scholarship into a broader context. The aspects of quality and significance are primarily summative, involving the guidelines for the evaluation of scholarly work.

Russell Ackoff tells a wonderful story about a quest for the ideal car. An

engineer cannot take the best engine (from car A), the best transmission (from car B), the best steering and suspension system (from car C), and put them together. They weren't designed to connect with each other. Effective systems that honor multiple faculty roles must consider how each aspect of scholarship affects the others.

Figure 1. Aspects of Scholarship



Scholarly Activities

Most faculty, departments, schools, colleges, and universities have multiple missions. Traditionally these have been described in terms of teaching, research, and service. The measure of success for faculty (and for each level of aggregation of faculty) is to perform most of the key missions with professional competence, and perform at least one with true distinction.

Metropolitan and urban universities confront yet another difficult tension. On one hand, distinction in the traditional disciplines usually requires a critical mass (size). On the other hand, expectations are high for metropolitan universities to deliver high quality contributions on a broad range of nontraditional, interdisciplinary fronts, particularly community outreach and professional service. This is an environment that truly tests Ackoff's concepts of developing capabilities and competencies, especially so in the absence of in-

creasing size and resources.

When a university is attempting to develop its mosaic of faculty talent, the biggest deterrents to unleashing those talents are the words "That doesn't count because...." It is too easy for university faculty and administration to discount activities such as professional service, precluding important discussions of quality and relevance. Campuses that are succeeding at fully utilizing their diverse faculty talents have relaxed the question of "what counts?" They remove it from a simple listing of activities and place it in the context how scholarship is expressed, how it contributes to university mission, and its quality and significance. This frees faculty to explore the multiple dimensions of scholarship.

Identifying what constitutes scholarship remains a crucial issue for faculty and for academia. For example, Portland State University found that "service" was such a muddled term that it was eliminated from promotion and tenure guidelines when they were revised in 1996. The new guidelines distinguish between community outreach and governance activities. Community outreach activities are those that are tied directly to, and require expertise in one's special field of knowledge. Such activities usually involve a cohesive series of activities contributing to the definition or resolution of problems or issues in society. They are comparable to Ernest Boyer's "applied scholarship" or Ernest Lynton's "professional service." Community outreach activities might include, for example:

- using state-of-the-art knowledge to facilitate change in organizations or institutions,
- setting up intervention programs to prevent, ameliorate, or remediate persistent negative outcomes for individuals or groups or to optimize positive outcomes, or
- making substantive contributions to public policy.

Portland State University's new guidelines offer the opportunity for community outreach, teaching, and traditional research all to be performed within a broader understanding of faculty scholarship. While the range of activities is broadened, all scholarship must still be judged by the summative criteria for quality and significance.

Boyer's approach stimulated some significant new approaches to understanding and defining scholarship, and this work is fundamentally an extension of his pioneering concepts. In the remaining sections of this article, we address the many other dimensions of scholarship that are necessary for developing a fuller understanding and working relationship with scholarly activities.

Expression of Scholarship

Scholarship is an advanced form of learning. When thought about in this way, the development of a scholarly career offers intriguing parallels to some well-established thinking about learning styles and the learning process itself. Although there are many ways to describe what happens in any learning process, most models share the complementary elements of assimilating experience into concepts and applying concepts to experience—a transformative process that Bernice McCarthy (1987) calls the "making of meaning."

Figure 2. Expressions of Scholarship

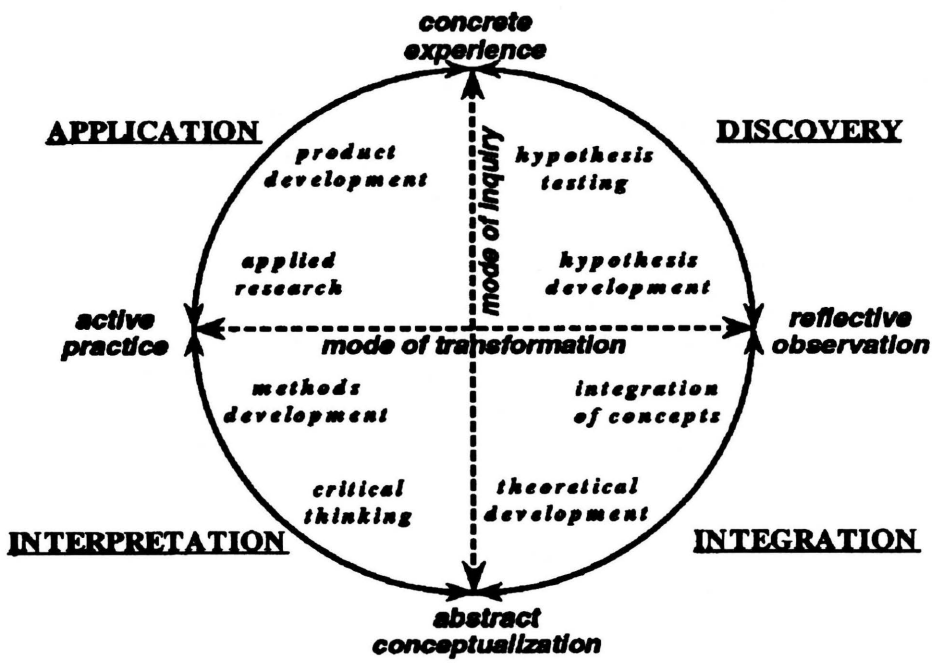


Figure 2 portrays one way to view the divergent modes in which faculty express their scholarship. The two axes reflect polarities that have been recognized in learning theory for some time: concrete experience—abstract conceptualization (ways of perceiving knowledge) and active experimentation

—reflective observation (ways of processing knowledge). The fundamental approach is outlined in David A. Kolb's *Experiential Learning* (1984), in which the quadrants are called convergence, accommodation, divergence, and assimilation, corresponding respectively to interpretation, application, discovery, and integration in Figure 2. The wide variety of ways in which the same two axes have been used in learning theory and learning psychology has been summarized by Bernice McCarthy in *The 4Mat System* (1987). Specific application of this approach to scholarship was first suggested by R. Eugene Rice in his essay, "The New American Scholar" (*Metropolitan Universities* Journal, 1991), effectively applying a graphical format to Boyer's four dimensions of scholarship.

When applied to the field of scholarship, the axes represent the mode of inquiry (How is the scholarly question addressed?) and the mode of transformation (What becomes of the new knowledge?). These two fundamental questions emphasize the unity that should underlie all the diverse forms of scholarship, namely the element of inquiry that stimulates a scholar to ask a question for which the answer is not yet known, and the element of transformation, in which the results of the scholarly work are thoughtfully developed, woven into the fabric of knowledge, and made accessible to others, often in a variety of ways.

The major objective in representing the field of scholarship in this way is to acknowledge the breadth that is possible for scholarly activities.[1] An equally important objective is to acknowledge the natural and necessary flexibility in scholarly activities as one form of scholarship flows into another as a project unfolds or a career develops. A scholarly project or a scholar's career typically evolves through stages involving various combinations of expressions of

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[1] The following discussion differs from that of Eugene Rice in that we have inverted his interpretation of the "mode of inquiry" axis. We are attracted to the concrete experience and intuitive aspects of discovery, what Kolb would call divergence. The following interpretation emphasizes the analytic and abstract processes of theoretical integration, and we describe teaching activities as having an active / practice dimension that is often captured in simplified examples that may assume away the complexity of the real-world. Our interpretation of application is fundamentally founded in modes of inquiry that are grounded in concrete experience and modes of understanding that involve active participation in day to day practice. Perhaps some of our difference in interpretation point to the fluid nature of scholarly work. In fact, it is difficult to pin down a scholar's work asresiding exclusively in a particular quadrant of this landscape. Rather, most scholarly work draws its strength from a variety of modes of inquiry and assimilation of knowledge. Nevertheless, we share with Eugene Rice a concern about acknowledging the full breadth and the necessary flexibility of expressions of scholarship.

scholarship. Indeed, in Kolb's view of learning, it is only when all the aspects of learning are addressed that one can move on to a higher level. The following paragraphs illustrate the interconnections between scholarly activities.

The *discovery quadrant* represents a primary emphasis on reflective observation brought to bear on concrete experience. The concrete experiential aspect includes the creative activities of invention and artistic expression as well as the moments when a scholar imagines a new way of looking at the world. The reflective observation aspect of this quadrant might represent the design of hypotheses or empirical models to test and systematically describe concrete phenomena.

The *integration quadrant* represents reflective observation that leads to more abstract products such as theory development and innovation. Here scholarship might be expressed through the integration of concepts and ideas from different disciplines or by the development of new theories, proofs, or theorems.

The *interpretation quadrant* represents the active practice of working with and transmitting concepts and ideas. Boyer's fourth dimension—teaching—has here been modified to describe the more general scholarly quality, rather than an activity that implies a particular (student) audience. Here scholars are involved in developing (in themselves and in others) broad critical thinking skills and specific examples of practice that reinforce learning activities. Examples for effective learning temporarily assume away real world complexity to emphasize key ideas and concepts.

The *application quadrant* represents the active practice of working with real world complexity. In many disciplines, this quadrant would be identified as applied research. Here scholars may partner with researchers outside the university in product development, or in finding practical solutions to societal problems.

Kolb describes the learning process as one that involves concrete experience and abstract conceptualization, active experimentation and reflective observation. While a learner may have a preferred learning style, the process of learning engages all activities. The same is true of their own. Most scholarship engages all four expressions of discovery, integration, interpretation, and application, although scholars often have various preferences for, and strengths in, particular expressions of scholarship. Nevertheless, it is important to recognize that scientific inquiry, problem solving, the creative arts, or teaching and learning, are all processes that draw on a variety of scholarly expressions.

The analysis of scholarship in a manner similar to the analysis of learning emphasizes that both are ways in which people interact with knowledge. In

addition, it emphasizes the breadth and fluid expression of scholarly activities. This same approach may be used by academic programs and institutions to identify and clarify their missions. Traditional views of scholarship and faculty roles have led to overdrawn stereotypes of institutional missions. The classic research university emphasizes discovery, including integration of abstract concepts, and recently some applied research as well. Liberal arts colleges, as a rule, pride themselves on interpretation and integration, both in the scholarly skills of their faculty and the aspirations they hold for their students.

Urban universities must respond to a variety of constituencies and play different roles for different people. To some, urban universities are a place for building job skills; to others, they are a resource to draw upon in solving the problems of the metropolitan area; and to others, they are a haven for intellectual study and growth. The greatest challenge to urban universities is to encourage free movement through the fields of scholarship depicted in Figure 2. Neglect of any form of scholarship neglects a particular constituency. Urban universities cannot achieve their missions or respond to their communities if they cling to an outmoded definition of what is scholarly. Yet we must continue to embrace the capabilities of traditional scholarship while we expand our capabilities beyond the scope of traditional interpretation of scholarly work. Ultimately, the expressions of scholarship must be flexible, rich, and diverse. Urban universities in particular must champion the broadest vision of scholarship.

Motivation for Scholarship

For many faculty, the most important aspect of being in higher education is that we have the opportunity, indeed the expectation, of engaging in lifelong learning. For each of us, that lifelong learning is embodied in the scholarly agenda we pursue. This provides a powerful internal stimulus to carry out scholarly work, and to a large extent serves as its own reward. Nevertheless, it is naive to imagine that external stimuli do not also exert powerful influences on faculty motivation as scholars.

It has been well established that faculty feel strong ties to their discipline, often stronger than their institutional feelings. Thus there is a powerful role for disciplinary organizations to play in reevaluating the understanding of scholarship and framing a broader view of what is respected and rewarded in the discipline. For example, in the sciences, basic research funded by the National Science Foundation (NSF) has been held in the highest esteem. The current shift in emphasis at NSF has created much turmoil because it has been

generally viewed as a call for more applied research at the expense of basic research (a push from discovery towards application). This shift at NSF would be better portrayed as a recognition that discovery, highly prized in its own right, is greatly enriched by integration, interpretation, and application.

Institutional policies must address not only the institutional needs but also the individual commitment of faculty members to their discipline and to scholarship as an advanced form of learning. What is the net result of this passion for lifelong learning? David Damrosch, in his book *We Scholars*, depicts modern scholarship as being marked by its astonishing scale and scope, and its intense theoretical and cultural concern. Common faculty traits include a fierce intellectual independence combined with a current state of advanced specialization; these traits tend to make faculty resistant to discussions of collective teamwork towards broader missions. This is grounded in the fact that the individual earns promotion, not the team. Yet the very nature of the urban university entails a mix of complex missions that requires collective, rather than individual, action and most faculty reward systems don't have a place to deal with this.

Leaders in higher education, whether administration or faculty, must recognize the systemic nature of reward structures. Reward systems cannot be merely summative, they must be formative as well. Collective, open discussion at the level of departments (or comparable units) must consider how the formative aspects of scholarship, including scholarly activities, scholarly expression, and scholarly motivation, can engage the full mosaic of faculty talent. Open formative discussions provide the context for collective accomplishments and a framework for summative evaluation that reward multiple scholarly accomplishments, whether they are achieved individually or collectively.

During the spring of 1995 Portland State University (PSU) engaged in a series of small group discussions of new promotion and tenure guidelines. These draft guidelines asked each faculty member to perform teaching, research, *and* community outreach effectively. The resounding response was that it may be appropriate for each department to be expected to accomplish all three missions of teaching, research, and community outreach, but it is not reasonable to expect every faculty member to engage in all activities. The faculty cried out, "Let us accomplish our mission collectively." This approach affirms that multiple missions can best be handled by recognizing the diverse talents of individuals to pursue specialized missions at a scholarly level, rather than expecting uniformity. University missions have long been accomplished through the mosaic of collective specialized missions of disciplines. Departments and disciplines can also accomplish their collective goals through di-

verse faculty talents.

What are the pitfalls of collectively planning multiple department missions? Bureaucracy and rigidity! "A year ago you said...and that is not exactly what you accomplished." The challenge is to find an appropriate balance that considers the inherent tensions of lifelong learning: it is usually purposeful yet creative, planned yet spontaneous. The faculty trait of intellectual independence leads them to resist an inflexible linkage between planned activities and the accomplishments for which they will be held accountable. Accountability should address broad goals rather than specific tasks. The ability of a department to engage in discussions that are truly formative depends largely on its ability to eliminate fear from that process. A university, and a department, must create an environment for collective planning where accountability is characterized by mutual trust and respect.

Today, department faculty wrestle with the difference between formative and summative activities. In an atmosphere of fear, faculty will want to want to erect a solid barrier between the two activities, impossible to achieve. In an atmosphere of trust, there is the recognition that the barrier is permeable. The purposes of formative and summative activities are different, yet they draw on common experiences. Institutions that are succeeding with formative activities do so on trust and on the explicit recognition of some key principles of individual and departmental responsibilities.

Departments have a primary responsibility for establishing their respective missions and programmatic goals within the context of the University's mission and disciplines as a whole. Departments often accomplish wide-ranging missions by encouraging faculty to take on diverse scholarly agendas. Departments must take seriously their responsibility of engaging in joint career development activities. As a matter of principle these activities should:

- recognize the individual's career development needs,
- respect the diversity of individual faculty interests and talents, and
- advance the departmental missions and programmatic goals.

The cornerstones of departmental planning are the individual scholarly agendas—plans for lifelong learning. At PSU an individual's scholarly agenda:

- articulates the set of serious intellectual, aesthetic or creative questions, issues, or problems that engage and enrich an individual scholar,
- describes an individual's accomplished and proposed contributions to knowledge, providing an overview of scholarship, including long-term

goals and purposes,
- clarifies general responsibilities and emphases placed by the individual upon research, teaching, community outreach, and governance, and
- articulates the manner in which the scholar's activities relate to the departmental mission and programmatic goals.

Finally, PSU has asked departments to set up periodic occasions for collective discussion of the overall picture resulting from the combination of the scholarly agendas of individual faculty members. The intent is to create an atmosphere that focuses, not on particular individuals, but on their probable collective accomplishments. We believe that this effort will allow departments to have important conversations about their missions, and about how the mosaic of faculty talents can blend to accomplish those missions.

Quality and Significance of Scholarship

The dimensions of scholarship of activities, expression, and motivation primarily address formative issues. Their goal is to empower, not restrict, the rich array of faculty talent. The dimensions of quality and significance of scholarship are primarily summative. The goal for urban universities is to develop universal criteria for evaluation that can span the breadth of faculty disciplines and faculty activities.

In June of 1996 the following criteria were adopted by the PSU Faculty Senate with this goal in mind. These criteria were based in large part on a speech that Ernest Boyer delivered to the 1994 AAHE Conference on Faculty Roles and Rewards on *Scholarship Assessed.* The following criteria, developed by PSU faculty, owe their inspiration to the ideas of a man who had a tremendous impact on higher education's discussion of rewards and the priorities of the professoriate. His work provided the basis for *Scholarship Assessed* (Glassick et al., 1997), and will soon be published. The dividing line between Boyer's thoughts and words and our expressions is difficult to delineate. In our opinion, all the scholarly activities of research, teaching and community outreach can be evaluated against one set of universal criteria. Furthermore, all forms of scholarship, whether expressed through discovery, integration, interpretation, or application, can be evaluated against the criteria of:

- clarity and relevance of goals,
- mastery of existing knowledge,
- appropriate use of methodology and resources,

- effectiveness of communication,
- significance of results, and
- consistently ethical behavior.

These criteria address the two key issues of summative evaluation: how well the work was performed and what benefits have resulted from the work (including its potential for the future).

Clarity and Relevance of Scholarly Goals.

A scholar clearly defines objectives of scholarly work and clearly states basic questions of inquiry. Research, teaching, and community outreach activities should address substantive intellectual, aesthetic, or creative problems or issues. Scholars are clear about the purpose of inquiry and what is included in and excluded from the scope of work. Scholars are also clear about the potential contributions that might be obtained from their scholarship. A critical dimension of professional judgment examines whether the scholarship is worth doing.

Traditional scholars regularly wrestle with the scope of a proposed contribution to knowledge. Teaching scholars struggle with defining the dimensions of student learning in a discipline. Furthermore, clear goals provide the context for the evaluation of accomplishment of learning. Clarity of goals in applied work brings visibility to activities that were previously obscured in the muddy waters of service. Clear scholarly purpose distinguishes using state-of-the-art knowledge to solve community problems from coaching soccer (a worthy but nonscholarly activity). Clarity of purpose allows us to focus on outputs, such as the quality of accomplishments during service on a board of directors, rather than merely looking at input of activities such as time served.

Demonstration of a Scholar's Mastery of Existing Knowledge.

A scholar must be well-prepared and knowledgeable about developments in relevant fields. The ability to educate others, conduct meaningful research, and provide high-quality assistance through community outreach depends upon mastering, building upon, and extending existing knowledge. In *Scholarship Reconsidered,* Boyer points out that "all members of the faculty should, throughout their professional careers, stay in touch with developments in their fields and remain professionally alive."

Students, community members, and other scholars all expect faculty to be

conversant with the developments of their discipline or interdisciplinary field. Users of scholarly work also expect that faculty can apply that knowledge in ways that provide new solutions and extend the boundaries of what we know. Teaching scholars demonstrate a command of resources and exhibit a depth, breadth, and understanding of subject matter that allows them to respond adequately to student learning needs and to evaluate teaching and curricular innovation. The outreach scholar is aware of current theories and proposes methodologies and interventions that reflect current knowledge, applying that knowledge in new and creative ways. Mastery of existing knowledge is a fundamental expectation for all scholarly work.

Appropriate Use of Methodology and Resources. A scholar should address goals with carefully constructed logic and methodology. Rigorous research requires well-constructed methodology that allows one to determine the efficacy of the tested hypotheses. Applied problem solving is no different, although methods change as applied problem solving often presents challenges of reduced ability to control the setting. The very success of field projects depends on the employment of careful methodology and procedures. Teaching scholars regularly examine questions of appropriateness of pedagogy and instructional techniques that maximize student learning and curricular effectiveness. Irrespective of the nature of faculty activities, the evaluation of scholarship asks whether the methods used, and the resources employed, were appropriate to the goals and the setting.

In this context, urban universities can play an important role in defining the methodologies appropriate to community outreach and professional service. Universities have a longstanding tradition of valuing reliability. Yet often that reliability is achieved by controlling certain variables, in which case we find ourselves sacrificing relevance in the process. The urban university, with its connections to serving the community, is a fertile ground for exploring the methodological tradeoff between relevance and reliability. As universities serve external constituencies, they must struggle with the new challenges of defining the methods of independent validation.

Effectiveness of Communication.

Scholars should possess effective oral and written communication skills that enable them to convert knowledge into language that a variety of audiences can comprehend, including a public audience beyond the classroom, research laboratory, or field site. Teaching scholars communicate in ways that build positive student rapport and clarify new knowledge so as to facilitate learning.

They also extend the scope of their reach by disseminating the results of their curricular innovations to their peers.

Scholars should communicate with appropriate audiences and subject their ideas to critical inquiry and independent review. Usually the results of scholarship are communicated widely through publications, performance, exhibits, or presentations at workshops and conferences. In today's media age, the forum of expression is always on the move. Faculty need to address issues of how to assess the results of communication (e.g., who acted on the idea), not merely with the pathway of communication (e.g., what journal was the idea published in). For example, what is the quality of communication of new ideas presented to a regulatory board that, as a result, adopts new policies and procedures. The pathway is nontraditional. At the same time we may get a clearer view of the impact of the communication. The response of a regulatory board may provide a clearer signal of quality of communication than the response to a journal article.

Good communication requires that an audience hears and understands an idea. The overriding principle that drives the evaluation of any scholarship addresses the response of objective and independent listeners that critique a scholar's work. It is in the processes of communication and critique, of dissemination and validation, that scholarship exemplifies lifelong teaching and learning.

Significance of Results.

Scholars should evaluate whether or not they achieve their goals and whether or not this achievement has had an important impact on and is used by others. An important aspect of evaluating scholarship is asking the question: "Who benefits from a faculty member's scholarship?" As researchers, teachers, and problem-solvers, scholars widely disseminate their work; they invite scrutiny not only to refine their work, but also to assess varying degrees of critical acclaim.

Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. In addition, scholars widely disseminate the knowledge gained in a community-based project in order to share its significance with those who do not benefit directly from the project.

As teachers, scholars can make a difference in their students' lives by raising student motivation to learn, by developing students' lifelong learning

skills, and by contributing to students' knowledge, skills, and abilities. Further, teaching scholars make a significant scholarly contribution by communicating pedagogical innovations and curricular developments to peers who adopt or adapt the approaches.

Faculty engaged in traditional research make a difference by advancing knowledge as well as our perspectives of a discipline. Faculty have come to appreciate that whether in science or in certain fields such as writing or fine arts, distinguished scholarship is based on criteria such as originality, scope, richness, and depth of expression. These judgments provide a basis for assessing who benefits from scholarly work.

Finally, an important dimension of significance is that the impact of scholarship is usually assessed by independent evaluators. Customarily, peers and other multiple and credible sources (e.g., students, community participants, and subject matter experts) evaluate the significance of results. High quality scholarship must consider more than direct user satisfaction. The nature of a university is not to limit access to knowledge, but to create broad avenues to the results of scholarship. Summative activities require multiple and credible sources of evaluation and validation.

Consistently Ethical Behavior.

Scholars should conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, community participants, peers, and others who participate in or benefit from their work. Faculty standards for academic integrity represent a code of ethical behavior. For example, ethical behavior includes following the human subject review process in conducting research projects and properly crediting sources of information in writing reports, articles, and books.

Embedded deep in any discussion of scholarship is an appreciation for the importance of a scholar's character. This is not intended to reach into the private lives of faculty; rather it is a matter of scholarly ethics. Professionals have an obligation to act in the public interest, and to do so with forthright honesty and objectivity.

The Road Ahead: From One Campus to Many Campuses

Interdisciplinary teaching, harnessing the forces of new technology to improve student learning, taking the knowledge of the university beyond the ivy walls to make it a community resource are examples of the challenges that are

driving campuses to expand their notions of faculty roles and rewards. In 1990 Ernest Boyer called for the nation's universities to end the teaching vs. research debate and more fully recognize the full mosaic of faculty talent.

Today we have an increasing number of single-campus innovations and experiences. Portland State University has now adopted formal guidelines that shift the emphasis from faculty activities to the quality and significance of a wide array of faculty work. A critical step in changing campus culture was recognizing the interaction of the multiple aspects of scholarship. Discussions of scholarship (as depicted in Figure 1) must enjoin the issues of scholarly activities, the multiple forms of expression of scholarship, motivation for scholarship, and issues of the quality and significance of scholarship.

Portland State University has relaxed the question of "what counts?" to allow a richer discussion of a variety of expressions of scholarship. Most scholars move fluidly among the various expressions of discovery, integration, interpretation, and application. A faculty member's work rarely draws on the modes of inquiry and transformation associated with just one of these forms of expression. PSU has also engaged discussions, at the department level, of how to plan scholarly activities in ways that (1) recognize individual career development needs, (2) respect the diversity of faculty talents, and (3) advance the department mission and programmatic goals.

Finally, PSU drew on the unpublished work of Ernest Boyer's *Scholarship Assessed* to develop the glue that ties diverse faculty activities together. All scholarship must be judged by questions of how well is it performed and by who benefits from the scholarship. PSU found that all scholarship can be judged by the criteria of clarity and relevance of goals, mastery of existing knowledge, appropriate use of methodology and resources, effectiveness of communication, significance of results, and consistently ethical behavior.

Portland State University is not the only campus that is experiencing success in expanding faculty roles and rewards. Ernest Lynton has been vocal in his advocacy of "professional service." This message has been taken up by some major universities such as Michigan State University and the University of Illinois. Campuses such as Towson State University, Kent State University, and the many campuses involved in the AAHE peer review of teaching project have provided leadership in defining the role of the teaching scholar.

The immediate task is to tie our campuses together, and to build disciplinary success. Lee Shulman's clarion call to make teaching a public activity must be extended across every aspect of scholarship. American higher education will measure its success if, by the end of the decade, we have extended our appreciation of the quality and significance of a broad range of scholarly

activities, not just from one department to another, but from one campus to another. An understanding of the multiple dimensions of scholarship must extend from individual to individual, from individual to discipline, and from campus to campus. Urban and metropolitan universities will have come of age when faculty realize that their accomplishments are recognized by their colleagues on campus, by their communities, and by their national peers.

Suggested Readings

Russell L. Ackoff. *The Democratic Corporation,* New York, NY: Oxford University Press, 1994.

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Bernice McCarthy. *The 4Mat System: Teaching to Learning Styles with Right/Left Mode Techniques,* Barrington, IL: Excel, 1987.

R. Eugene Rice. "The New American Scholar: Scholarship and the Purposes of the University," *Metropolitan Universities.* 1:4(Spring, 1991):7-18.

Is your institution a metropolitan university?

If your university serves an urban/metropolitan region and subscribes to the principles outlined in the Declaration of Metropolitan Universities printed elsewhere in this issue, your administration should seriously consider joining the Coalition of Urban and Metropolitan Universities.

Historically, most universities have been associated with cities, but the relationship between "the town and the gown" has often been distant or abrasive. Today the metropolitan university cultivates a close relationship with the urban center and its suburbs, often serving as a catalyst for change and source of enlightened discussion. Leaders in government and business agree that education is the key to prosperity, and that metropolitan universities will be on the cutting edge of education not only for younger students, but also for those who must continually re-educate themselves to meet the challenges of the future.

The Coalition of Urban and Metropolitan Universities brings together institutions who share experiences and expertise to speak with a common voice on important social issues. A shared sense of mission is the driving force behind Coalition membership. However, the Coalition also offers a number of tangible benefits: ten free subscriptions to *Metropolitan Universities*, additional copies at special rates to distribute to boards and trustees, a newsletter on government and funding issues, a clearinghouse of innovative projects, reduced rates at Coalition conventions. . . .

As a *Metropolitan Universities* subscriber, you can help us by bringing both the journal and the Coalition to the attention of your administration. To obtain information about Coalition membership, please contact Dr. Bill McKee, University of North Texas, by calling (817) 565-2477 or faxing a message to (817) 565-4998.