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Documenting Professional Service:

A Progress Report

A growing number of institutions are turning the rhetoric of their mission statements into reality by recognizing professional service and outreach as important institutional priorities, and including such activities in their faculty reward system. This creates an urgent need for adequate documentation that makes the activities visible and susceptible to peer review. This article is a progress report on a pilot project involving faculty from four institutions in the development of professional service portfolios. It describes a number of early insights emerging from the project, and suggests a framework for portfolio content.

A Project to Document Professional Service

As faculty in higher education increasingly embrace professional service, community outreach, and service learning, their institutions have begun to recognize and reward their pursuits. As the AAHE monograph, *Making the Case for Professional Service* (Lynton, 1995) points out, this creates an urgent need to document faculty professional service activities for purposes of formative assessment, personal reflection, peer review, and other considerations in the promotion, tenure, and merit review processes. In recent years, a great deal of progress has been made both at the national level and on individual campuses in the documentation of teaching in the form of teaching portfolios (cf. Edgerton et al., 1991; Hutchings, 1996). Increasing attention is now also being paid to the documentation of professional service. Following the thinking and recommendations of *Making the Case*, we are now coordinating the pi-

lot phase of a national project to develop prototype portfolios of professional service in a wide range of fields and types of outreach activity. With the support of the Kellogg Foundation, four faculty members on each of four different campuses (Indiana University-Purdue University at Indianapolis, Michigan State University, Portland State University, and the University of Memphis) are engaged in documenting a recent or current professional service project.

Central to the project is the recognition that scholarship is characterized as much by *process* as by *outcomes*, and that this process is substantially similar across all forms of professional service and indeed across all dimensions of scholarship. Because of this similarity, all scholarly activity can be subjected to similar measures of quality. This conceptualization, suggested some years ago by one of us and Sandra Elman (Lynton and Elman, 1987, pp. 157-8), and elaborated in *Making the Case* as well as in a recent article in this journal (Lynton, 1996), is extensively discussed in the forthcoming Carnegie Report, *Scholarship Assessed* (Glassick et al., 1997). Because process is important, documentation must contain the why? and the how? as well as the what? It can do so only by combining narrative with products and what Edgerton et al. (1991) have called "artifacts," such as work samples and other pertinent documents.

Institutional Contexts

We chose the four participating universities because each has a strong institutional commitment to professional service and outreach. It is expressed not only in their mission statements and in pronouncements of senior administrators, but also by serious institutional efforts to adapt policies, organization, and instructional programs to encourage and facilitate professional service activities and to maximize their impact internally as well as externally. The provosts of each institution support the project by funding faculty travel and facilitating campus discussions and critiques of portfolio prototypes and ideas emerging from the project. Thus each participating faculty member comes to the project from a context in which there is valuing and support from campus leadership.

Project Participants

The participants, by design, represent many different disciplines and professional areas, ranging from graphic design to veterinary medicine and from history to landscape architecture. This diversity is reflected in the variety of subjects and formats of the professional service activities that they are attempting to document. Some are tenured full or associate professors; others are facing promotion and tenure in the years ahead. They have all volunteered

to join the project because of their commitment to professional service and their interest in bringing about appropriate changes in the academic culture.

Preparation for the First Project Meeting

First Steps

Initially each campus was visited by one of us to meet with the participants and the provosts or their representatives in order to orient them to the project. All received literature on the subject of the scholarship of professional service. Each campus group of four participants then met to learn about each other and their community outreach projects. Subsequently, all participants convened with us for two days of intensive discussion. Joining us was Lee Shulman, consultant to the project and a leader of the AAHE-sponsored development of teaching portfolios. The conversations have yielded some initial insights into both the possibilities and the difficulties inherent in documenting professional service. We believe that what we learned is worth sharing with others even at this early stage of our project. This article highlights the main themes of our discussions, summarizes the reflections of faculty participants and ourselves, and describes the framework for documentation that emerged from the meeting and subsequent reflection.

Preparing a Portfolio Outline

In advance of our project meeting, we asked each participant to prepare a brief outline of how they would document one of their recent or current professional service activities so as to make it visible to their colleagues and susceptible to peer review. Preparing such an outline gave each participant an initial experience in the documentation of professional service, and began the process of conceptualizing service as scholarship. When we made that request, we explained that a major challenge of our project was to explore how best to combine flexibility with comparability in the development of professional service portfolios. Even the limited sample of the sixteen faculty members in our project—by design—represented a wide variety of academic disciplines and professional areas and were involved in many forms of professional service and outreach . We recognized that documentation of such a broad spectrum of activities could not be forced into a single, formulaic protocol. One size cannot fit all. Yet we were challenged by the belief that if documentation is to be usable for formative or evaluative purposes, a reasonable degree of consistency in presentation is essential.

A Tentative Framework for Documentation

To this end, we asked the participants to test a tentative common framework for the contents of a portfolio in preparing their initial outline. The suggested framework consisted of five elements: description, diagnosis, design, delivery, and outcomes, and came to be known as "4D+O." We described these elements as follows:

The documentation needs to include a description of the context and circumstances that provides the necessary information to any reviewer of the portfolio about the origin of the project, its basic nature and context, the character, relationships, and expectations of the stakeholders, and available resources in terms of funds, personnel, space, and time. This element may also include a summary of the pertinent base of knowledge and of prior experiences.

This description provides the background to the following three aspects that together constitute the process of the activity:

Diagnosis, including the steps taken by the faculty member to understand context and principal characteristics of the situation, the theoretical and methodological principles that are applicable, and the situation-specific elements that made the current activity significantly different from similar cases encountered in the individual's own prior experience or in the literature;

Design, the basis of a working hypothesis drawn from the diagnosis as to the nature of problem, attainable goals, optimal methods to reach them, and the nature and extent of the client's involvement in this process; and

Delivery, including methods used to monitor and reflect on the progress of the project, unexpected developments, and resulting changes in direction or design. This element describes measures applied to assess the eventual outcomes of the project the role of fellow experts, clients, students, or other "stakeholders" in this process.

Finally, there is the array of outcomes, including but not necessarily limited to

- how the goals were met with regard to dealing with the task or problem;
- how the external partner's understanding and capability of dealing with similar situations in the future was enhanced;
- how the project insights enhanced the individual's own capability and that of his or her colleagues in undertaking similar projects in the future;
- how the project insights contributed to the principles and/or methodology of the discipline or profession;
- what impact the project had on the research activities of the individual

and colleagues;
- what impact the project had on the individual's teaching and that of colleagues;
- what contribution the project made to the mission of the institution and the department, college, or other organizational unit of the individual; and
- what benefits accrued to participating students.

Tensions and Complexities

In a way that was as interesting as it was useful, the discussion of project participants from the very beginning of the work session encompassed a much broader set of issues than the operational details of documentation. Everyone quickly became aware of the existence of a number of basic questions and tensions that needed to be put on the table, some to be clarified and resolved, others to be recognized as intrinsic to the challenge of documenting professional service. Some of the tensions focused on the realities of university culture and the lack of recognition and support for professional service. Early discussions often became dominated by the frustrations of attempting to change institutional traditions and by cynicism regarding the potential of revising unwritten value and support systems. It became clear that faculty had to acknowledge and express the emotions and doubts as a step in the process of planning documentation. It enabled them to put aside their hopes and concerns about changing the culture in order to focus on the documentation issues. As Lee Shulman pointed out both in his introductory remarks and repeatedly during the subsequent discussion, many of the same tensions and complexities have their counterparts in the documentation of teaching.

As background to our discussions, Shulman stressed that the fundamental purpose of efforts in the documentation of teaching and professional service is identical. Both aim to make work of faculty members *visible* and *community property* in order to enhance the knowledge and understanding of colleagues, as well as to make peer review possible. As our current project proceeds, these commonalities between the two projects will be explored in collaboration with the activities of the AAHE Teaching Initiative (cf., e.g., Hutchings, 1996.)

Issues and Early Insights

The following are some of the principal issues and insights to emerge from our discussions, "Documenting the Work of the Individual, Not the Project."

There is a subtle but important distinction between documenting and evaluating a project or program, and documenting and evaluating the work of the

individual who initiates and implements the activity. About half of the initial faculty outlines reflected our tradition of focusing on program quality, often determined primarily by outcomes. We urged participants to focus on their personal role in process as well as outcomes, and to include in their documentation a number of dimensions not usually considered part of program outcomes. The display of an individual's work is different from and must in many ways be more complex and multidimensional than the documentation of a project or program.

As many of the faculty participants discovered, the documentation of scholarship needs to concentrate on the "I," not the "we" or the "it." That distinction appears to contradict the view of good professional service as a collaboration with external partners. It is even more pronounced when the outreach effort is a team project involving a group of faculty members. Faculty become a "we" with their community partners or with a faculty team. For many it was, therefore, a struggle to focus on "what have I done, why have I done it, how have I done it, how does it fit into my development and growth?" in their first attempt at documentation.

The Importance of Collaboration

The difficulty of focusing on individual contributions is enhanced by the fact that effective professional service is inherently a collaborative effort, a partnership of one or more academicians with practitioners and other individuals in the field. The definition of the problem, the setting of clear and achievable goals, the choice of methodology, and the implementation of the project all require a dialogue in which each participant recognizes and values the contribution of the others. Each brings to the effort different but complementary and mutually reinforcing experiences and expertise. Negotiation and mutual acceptance and recognition are often the major processes of the collaboration. A key measure of the quality of the faculty member's professional service is her or his ability to elicit and blend all pertinent perspectives.

Thus the central importance of collaboration paradoxically reinforces the importance and complexity of documenting the role of the individual in the context of a collective effort. It must make visible how the individual interacted with field-based collaborators (and, where pertinent, with academic colleagues), how he or she elicited views, listened, and made optimal use of the craft, knowledge, and experience of practitioners. Such visibility needs to be threaded throughout the documentation from the early design process, to the process of adapting to unexpected developments, and to the process of assessing the outcomes.

Documentation within Realistic Limits of Time and Effort

The very complexity of the individual's work presents a fundamental and inescapable difficulty: how can the rich texture of a creative professional service activity (or, for that matter, of innovative and effective teaching) be captured within realistic limits on the time and effort? Those limits are essential not only for the faculty preparing the presentation but also for the colleagues reviewing the documentation for formative or evaluative purposes. We have learned from early assessment of faculty involvement in the community that the doing of professional service requires extensive time commitments (Driscoll, et. al., 1996) well before any documentation. Most faculty who are involved in community outreach are doing so in addition to their teaching and research responsibilities, so the time factor becomes even more critical. The collaborative processes inherent in community work add further emphasis to the issue of time and energy constraints.

The time and energy factor is further complicated by the nature of "breaking ground," as Shulman described it. With no available models, he compared asking faculty to document professional service to asking people to write a short story before the genre is invented. One distinction emerged from our concerns for the realities of time and effort—the distinction between "representing a case" and "presenting a case." The former requires the development, in an ongoing way, as the work progresses, of an inclusive and detailed record of the activity that can be quite voluminous. The challenge is to distill the more complete and complex representation into a capsulated and selective presentation that highlights the rich detail and "thick description" of process and outcomes in an informative yet much abbreviated presentation that can be absorbed in a realistic amount of time by the traditional processes of peer review.

Fitting into the Mold of Traditional Processes and Attitudes

This issue might better be phrased, "To fit or not to fit." It expresses perhaps the most fundamental tension, raised by almost all of the participants: are we trying to fit into the traditional mold while trying to change that mold? Our faculty participants experienced the dilemma, described by Schon (1995), as one faced by faculty after years of aspiring to the traditional academic goals. They've asked themselves, "Am I going to continue to do the thing I was trained for, on which I base my claims to technical rigor and academic respectability? Or am I going to work on the problems—ill-formed, vague and messy—that I have discovered to be real around here?" (Schon, p. 28). After hearing our

faculty participants introduce themselves and describe their reasons for engaging with community, it was not surprising that there was such an outcry against fitting professional service into a traditional research paradigm.

Acceptance and validation of professional service (again in close analogy with teaching, although the barriers against acceptance of professional service are even higher) require a fundamental change in academic culture and values. Yet, in our effort to document professional service, we are trying to work within the existing framework. This is based on a belief that, in order for the necessary process of change to take place, it must be, as it were, rooted in the status quo. The case for the intellectual content and scholarly potential of professional service (as also the analogous case for teaching) must be made in a form and with a vocabulary that is understood and accepted by those who currently set the tone and define the values of academic life. Is there a basic contradiction here? Is there an inherent tension that cannot be avoided but can be managed if understood and confronted?

There are a number of subtexts to this question of fitting into the mold of traditional processes and attitudes.

Faculty Motivation

Most of the professional service activities undertaken by the participants were triggered by the individual's initiative, and/or external requests. Few community activities were started at the request of a department chair or a dean as an intentional way of implementing their unit's mission. Hence, although most of the participants believe that what they are doing is consistent with the mission of their academic unit and/or the institution as a whole, they do not see themselves as *instruments* of the institution charged with the implementation of the mission (*cf.*, e.g., Lynton, 1996.) It is therefore not surprising that the principal motivation of some of our faculty participants to engage in professional service is the contribution they make to their external constituency—not institutional advancement nor the discovery of new knowledge and understanding that contributes to their academic community. They are pursuing the goals of the external community; their personal goal is to provide service. They are not used to thinking of their work as scholarship, as something of potential academic value (except perhaps insofar as it involves and helps students). On the whole they have not given thought to a key point made by Shulman during the meeting: "Unless your work contributes to your academic community by adding to the knowledge base of your discipline or profession and improving the work of your academic colleagues, there is no justification

for your being part of a university....You might as well work for a nonprofit organization or government agency." Both in teaching and in professional service, the faculty member is at the intersection of two communities: the academic one, and that of the "client"—i.e., student, community group, etc. Both need to be served; the understanding and knowledge of both needs to be enhanced.

That brought us back to the concept of scholarship and the scholarship of professional service. Shulman reminded our participants: "The legal tender of the university is knowledge and understanding. Scholarship is an activity that transforms information into enhanced knowledge and understanding both for the community of scholars as well as for the community of students or clients."

Professional service is important to the academic community because knowledge of use to that community grows out of action. Scholarly professional service is a transformation of action into learning or discovering something that colleagues can build on. It causes knowledge to flow in more than one direction, from application to theory as well as from theory to application.

Proud of Being Different, Yet Wanting to be Accepted

Last, but perhaps not least, is the tension arising from the relationship between individuals substantially engaged in professional service and their more traditionally occupied colleagues. At this time, many of the former (including most, perhaps all, of the project participants) feel isolated, unrecognized, not appreciated. They regret and even resent this—and yet, paradoxically, they derive a good part of their persistence and strength from a certain pride (bordering at times on arrogance) in being different, having broken out of the envelope, being ahead of the pack. They need to reject traditional processes and to have the values they represent be sustained in their lonely work. In a very real way, they may view greater acceptance as being somewhat of a threat, of requiring compromises leading to a dilution and diminution of their work. It might reduce their work to being "just like that of everyone else."

They want to be different, and yet they long to be accepted as legitimate. They understand that this is necessary if they are to be part of the force to change the campus culture. They recognize that the effective documentation of their work, in terms understood and accepted by their traditional colleagues, is critical to the future transformation of their environment. In calling for individuals to change American universities from being products of the late 19th century, Everett Hughes (1970) asked, "How do you make them free to do something new and different?" Participants in our project cherish this freedom and use it well. They struggle with the realization that, if they are to bring about

institutional change, this freedom must be circumscribed by the need to remain part of their academic community.

Changing the Culture by Becoming Part of It

Our discussion clearly indicated that, intertwined with the reluctance to fit into the existing culture, there is also a recognition that the best way of changing that culture is to enter it and to change it from within. For our faculty group it is not just a question of tactics. Working within the academic community is validated by the close relationship and reciprocal reinforcement of professional service, teaching, and research. Professional service enriches the other two. This suggests a change even more fundamental than the acceptance of professional service as legitimate scholarship—it must come to be recognized as an internal benefit enhancing the quality of teaching and research. Our project to develop professional service portfolios and the more extensive AAHE-sponsored activities toward teaching portfolios both serve to gain acceptance of the need for a richly textured description and artifacts. Both may lead to a highly desirable change in how we document research. The current mode of reviewing research relies almost exclusively on the judgment of external referees who are fellow specialists of the candidate. Were we to require documentation of research that is accessible to nonspecialist colleagues, it would become much like the portfolios now being discussed for teaching and for professional service. We would have made major strides toward achieving an in-depth understanding of the whole of a colleague's work, across the current barriers of specialization. Such strides would significantly influence the entire promotion and tenure processes and ultimately a campus culture.

The Need for Clear and Commonly Accepted Definitions

Some early confusion in our discussion surfaced the need to define both professional service and the scholarship of professional service. It was quickly apparent that there were multiple definitions of scholarship, as well as multiple definitions of community/professional service. After intense discussion of possible quality indicators of scholarship, the faculty group produced the following definition:

Professional service is the engagement of state of the art knowledge to address community-relevant problems critically and reflectively in collaborative settings in a manner that builds capacity and informs *both* practitioners and scholars.

The definition emerged after a day and a half of wrestling with possible indicators of quality and possible components of a framework for documenta-

tion. Participants noted that the definition is dialectical, circular rather than linear, and that it includes criteria for evaluation.

Within this definition, no one seemed to object to a definition of professional service that included both public and private sector entities, profit as well as nonprofit ones, pro bono as well as paid work. Such broad parameters prompted little discussion. Faculty reported that their campuses had worked through issues of service partners and had arrived at inclusive definitions of community.

The Need for Norms and Standards

The discussion repeatedly and insistently turned to the crucial need for norms of good practice in scholarly professional service, and for measures of scholarly quality. For both categories the suggested items could be applied as much to research and to teaching as to professional service. Mentioned among the former were such ethical norms as integrity and full attribution of sources, and methodological ones such as the ability to replicate and verify results and conclusions. These norms once again prompted concerns about fitting into the traditional research paradigm. One participant struggled with the gaps in the current model, "It doesn't provide a way to demonstrate how service is different from research." She talked about professional service as "getting beyond yourself and your institution" to address "an issue or goal that is valued by others beyond just you and your institution."

In their discussion of standards of quality, participants were clearly motivated to go beyond traditional criteria, but it proved a difficult process. Their suggestions for standards included originality and creativity, clarity of goals and appropriateness of methodology, the quality of ongoing reflection and the ability to respond to unexpected developments, creative use and creation of resources, effective collaboration with external partners, impact on community and on academic colleagues, and on the individual's own growth and development. Here again the issue of contributing to the knowledge base became a key indicator of quality. As one participant reminded the group, "Service is scholarship only if it advances the knowledge base of the community, individuals, *and* scholars."

A Creative Approach to Resources

The discussion brought out two interesting points regarding resources— people, material, and time. In the first place, while it is self-evident that a project needs to be designed and carried out with available resources, those resources are not necessarily limited to those that are readily at hand. In pro-

fessional service even more than in teaching and research, there often are opportunities to create resources and to obtain support from quite unexpected sources. These can consist of monetary and in-kind contributions from people and organizations not ordinarily considered as potential donors, the innovative use of time and space, the involvement of students, and the mobilization of interest and voluntary help from individuals never involved before. Thus an important measure of the quality of an individual's professional service may not be just the effective use of resources at hand, but may extend to the creative generation of additional support of various kinds.

In many cases of professional service, another measure of quality is the ability of an individual to ensure that a new program or improvements in an existing one be sustained over time. That entails the ongoing availability of the necessary human and material resources, as well as an even more basic aspect of effective professional service: the enhancement of the knowledge and capabilities of external partners. In most cases, the ultimate goal of an outreach activity should be to enable them to continue to cope with a situation and to meet recurrent challenges without outside assistance. Effective professional service, like effective teaching, is an act of empowerment. Thus, documentation of professional service faces the challenge of documenting the process of others' growth, learning, and change. Once again the issue of documenting the work of the faculty individual is complicated by the need to include others in the process description.

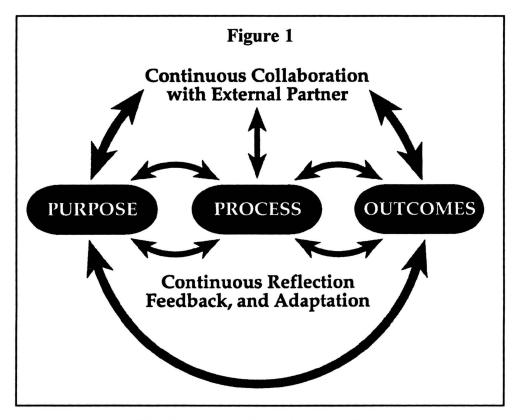## A Revised Framework for Documentation

Throughout the meeting, much of the discussion focused on the extent to which it is possible (or even desirable) to use a common framework for the wide variety of professional service activities. Given the intricate nature of collaboration, the culture of universities, the motivation of most faculty to engage in professional service, and the importance of contributing to the academic knowledge base, the creation of a common framework became an increasingly complex challenge. The participants repeatedly discussed the need for many voices—both the variety of voices associated with the range of disciplines and professional fields, as well as the variety of voices of the audiences/readers of the documentation. They also expressed concerns over the inevitable linearity of any framework along with the issue of reducing three-dimensional information to two dimensions. Conversation was threaded with possibilities of alternative formats, graphic representations, CD-ROMs, and other formats. Much of this will be explored further during the coming months.

In the meantime, everyone agreed that, at the very least, any framework needed to be characterized by flexibility.

By the end of the discussions, there emerged a reasonable consensus that a fairly loose framework could be helpful and might indeed be necessary. It would have to provide adequate information about purpose, process, and outcomes, using an appropriate combination of narrative and illustrative materials, and whatever sequence and format are most appropriate to the specific activity. The discussion moved toward the outline of a framework that was, in essence, an adaptation and elaboration of the tentative one distributed in advance of the meeting. The meeting ended before full closure could be reached, but on the basis of the collective discussion and our follow-up reflections, we have proposed to the participants that as they move toward a more complete documentation of their activity, they consider and test the revised framework listed below.

A number of points pertaining to this outline of portfolio content must be emphasized. In the first place, the comparative importance of the items listed will vary from field to field, and depend, as well, on the particular nature of the project. A few of them may not be appropriate at all to some cases. Others may have to be added. But above all it is important to realize that a portfolio must be more than a collection of separate items. It should tell a coherent story through a combination of narrative and illustrative material. The components of the framework are intended to provide some guidance as to what might be included in that story; what questions a reader should be able to answer. But there is much flexibility as to the sequence, format, and style with which the story is told.

As suggested in Figure 1, professional service projects are often carried out in a highly nonlinear fashion, starting at different points, with continuous reflection, ongoing collaboration with external partners, and multiple feedback. Projects are often begun by a trial or pilot phase—as indeed is the case for the very undertaking in which we are all engaged—trying out something that might have worked before, or taking some preliminary action to elicit an informative response. A similar flexibility must be used in applying these guidelines to portfolio development. Many different versions of portfolios are possible. What they must all have in common is to enable a colleague—be it for the purpose of mentoring or as part of a review—to apply to the faculty member's work an agreed upon set of measures of scholarly quality such as, e.g., those mentioned earlier in this article. They are very similar to the ones listed previously by one of us (Lynton, 1995, 1996) and also to the slightly different formulation in *Scholarship Assessed*. The portfolio must make it possible to apply such standards to a professional service activity.
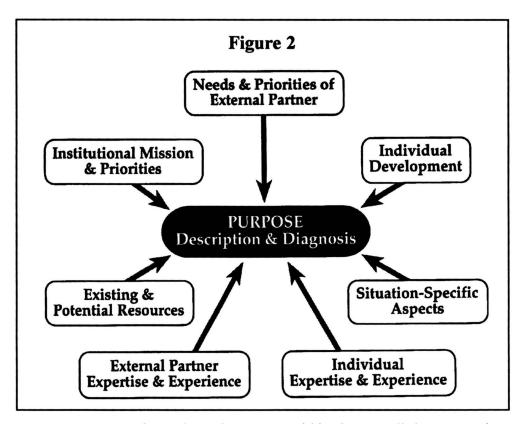
Figure 1

**Continuous Collaboration
with External Partner**

PURPOSE   PROCESS   OUTCOMES

**Continuous Reflection
Feedback, and Adaptation**

The Purpose: Defining the Task

As indicated schematically in Figure 2, the documentation needs to describe and explain:

- the nature and context of the project
- its responsiveness to the needs and priorities of the external client, its consistency with institutional and unit mission and goals, and its appropriateness to the individual's development
- the utilization of the complementary expertise and experiences of the individual and of the external partners
- the diagnostic steps taken to understand the principal characteristics of the situation, as well to identify the situation-specific aspects requiring adaptation of commonly used approaches, and the available and potential resources
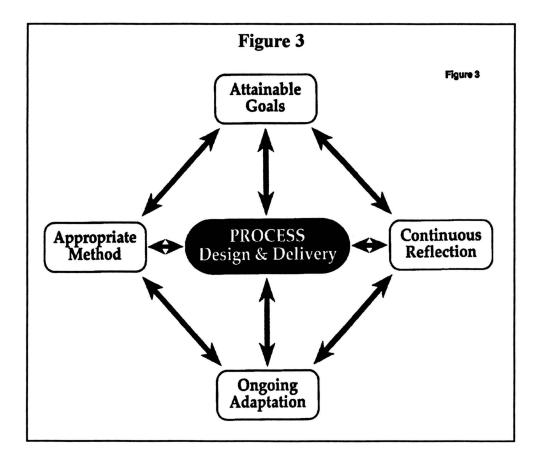
These elements of the documentation combine what was originally labelled *description* and *diagnosis*. They provide essential information as to the *why*? of choices that were made and conclusions drawn. No matter how these ele-

Figure 2

Needs & Priorities of External Partner

Institutional Mission & Priorities

Individual Development

PURPOSE
Description & Diagnosis

Existing & Potential Resources

Situation-Specific Aspects

External Partner Expertise & Experience

Individual Expertise & Experience

ments are presented or where they occur within the overall documentation, they should give the reader of the portfolio an understanding of the activity's context and circumstances, of the applicable knowledge base as well as situation-specific aspects, and of the needs and expectations of the several stakeholders. That understanding is crucial if the reader is to evaluate design, execution, and outcomes.
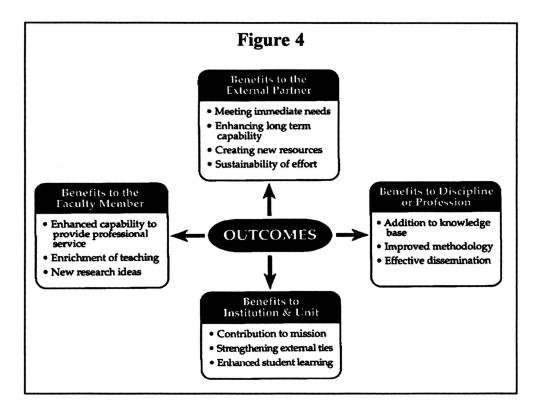
The Process: Carrying it Out

Process is of course closely linked to purpose—indeed in a reflective process, the relationship is inextricable. The what and the how of the activity cannot be separated from the why. The elements just listed under purpose must be used to describe and explain the rationale for the design of the project, i.e., the reasoned, situation-pertinent choice of attainable goals and appropriate method. The documentation must in addition describe the reflective delivery or implementation; how it was monitored and what adaptations were made in an ongoing fashion. Figure 3 indicates the principal elements of process.

Figure 3

The Outcomes: The Impact of the Activity

The outcomes of a professional service project can be thought of and described in terms of four principal elements, as indicated in Figure 4:

- the impact on the external partner, including
- how the specific goals were met in terms of responding to the partner's immediate needs and expectations
- how the activity enhanced the partner's understanding and capability of dealing with similar situations in the future impact on the individual, including
- what was learned from the project by the individual and how this enhanced his or her own capability of undertaking similar projects in the future
- how the activity enriched the individual's teaching
- how it influenced her or his research activities
- the impact on the institution and department or other unit, including

Figure 4

Benefits to the External Partner
- Meeting immediate needs
- Enhancing long term capability
- Creating new resources
- Sustainability of effort

Benefits to the Faculty Member
- Enhanced capability to provide professional service
- Enrichment of teaching
- New research ideas

OUTCOMES

Benefits to Discipline or Profession
- Addition to knowledge base
- Improved methodology
- Effective dissemination

Benefits to Institution & Unit
- Contribution to mission
- Strengthening external ties
- Enhanced student learning

- how the activity contributed to the institutional and unit missions and priorities
- how it influenced the curriculum and the teaching activities of colleagues
- how it provided direct or indirect opportunities for student involvement
- how it reinforced collective research programs and the research of individual colleagues
- the impact on the knowledge base of discipline or professional field, including
- how the activity contributed to existing principles and/or methodology
- how these contributions were communicated to fellow specialists, as well as to others engaged in similar activities, including external stakeholders

Next Steps

All of us who participated in the meeting departed the two days of discussion with a heightened awareness of dilemmas and complexities, and only partial resolution of issues. The faculty participants also left with high levels

of motivation to address the documentation challenge, and with a feeling that they had coalesced into a new community of support. Well beyond the formal meetings, faculty participants met for supper and continued the discussions and the decisions for future work until late into the evening. At this time, the plans for next steps include:

- Creation of detailed documentation using the outline previously described as a tentative adaptation
- Meetings on individual campuses to solicit feedback from faculty colleagues and administrators about the documentation. They will be asked whether the documentation makes it possible for them to apply common measures of scholarly quality as mentioned above
- A second gathering of the faculty participants to share the feedback and the process of documentation, as well as the documentations themselves
- Creation of final drafts of documentation using the campus feedback and project members' feedback
- We believe that the community created during the work session will nurture and enhance the documentation efforts of the next few months. The faculty participants are connected through a listserv, and have already begun sharing readings and ideas with each other. As project directors, we will be in frequent contact with participants to support and communicate during the process, and one of us will visit each campus at least once during the coming months

Professional service is a powerful way of fostering knowledge. It can benefit the academic community—but for that to happen, it must become, as Shulman always stresses, "community property" and "be made visible" by means of documentation that "captures its richness and complexity." Widespread use of adequate documentation of "professional" is still a distant goal. It will require much work on each campus, because each academic community must develop its own guidelines for documentation and its own formulation of measures of quality. The results may not differ very much in substance, but we have learned even in these early stages of our project that it is important to achieve a sense of local ownership and consensus that can arise only as a result of local debate. But exploratory efforts such as ours can provide valuable information and prototypes. When these are widely disseminated—as is our intent—they can inform and facilitate the necessary process on each campus. That is our goal, and we have gotten off to a good start thanks to the involvement and experimentation of a group of committed and reflective faculty

Suggested Readings

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Declaration of Metropolitan Universities

We, the leaders of metropolitan universities and colleges...

- reaffirm that the creation, interpretation, dissemination, and application of knowledge are the fundamental functions of our institutions;
- accept a broad responsibility to bring these functions to bear on our metropolitan regions;
- commit our institutions to be responsive to the needs of our communities by seeking new ways of using resources to provide leadership in address ing metropolitan problems through teaching, research, and service.

Our teaching must:
- educate students to be informed and effective citizens, as well as capable practitioners of professions and occupations;
- be adapted to the diverse needs of metropolitan students, including minorities and underserved groups, adults of all ages, and the place-bound;
- combine research-based knowledge with practical application and experience, using the best current technology and pedagogical techniques.

Our research must:
- seek and exploit opportunities for linking basic investigation with practi cal application, and for creating interdisciplinary partnerships for attacking complex metropolitan problems, while meeting the highest standards of the academic community.

Our professional service must:
- develop creative partnerships with public and private enterprises that ensure the intellectual resources of our institutions are fully engaged in mutually beneficial ways;
- include close working relationships with elementary and secondary schools aimed at maximizing the effectiveness of the entire metropolitan education system;
- make the fullest possible contribution to the cultural life and general quality of life of our metropolitan regions.