

## EDITOR'S NOTES

The twin peaks of teaching and scholarship rise above all other highlands in academe's vast domain. But although both promontories are duly admired and respected, only upon one have educators regularly lavished their critical attention. Teaching is often the subject of academic discourse; scholarship, though, has been largely ignored as a subject of critical exploration, treated for the most part like a frequently passed landmark too familiar to warrant comment. All this changed, however, in 1990, when Ernest Boyer's *Scholarship Reconsidered* (1990) burst onto the scene, igniting an energetic national conversation that maintains its vitality to this day. Our intent is to enter, and enrich, that conversation. Five tenets form this issue's philosophic infrastructure.

First, this issue aims at covering new territory, at taking a different slant on the topic of scholarship. Of course, readers will still find here discussed some of the most familiar (and key) issues in the national debate—issues ranging from strategies for promoting, nurturing, and supporting scholarship to methods for evaluating and rewarding it. However, every effort has been made to use these oft-visited sites as launching pads for fresh exploration. Our guiding principle, then, has been to take a step, or two, beyond familiar terrain.

Second, and closely related to the first tenet, contributors have not only been invited but have also been urged to take risks, to, in the best tradition of *Star Trek*, “boldly go where no [one] has gone before.” Glassick, Huber, and Maeroff (1997) identify “courage” as one of the three most important attributes of the scholar, explaining that a “scholar must have the courage to risk disapproval in the name of candor” (p. 65). This issue's contributors have accepted that risk, treating sensitive, sometimes controversial, issues with boldness and honesty. In short, we have tried not to shy away from volatile issues, recognizing that vexing problems, if they are to be solved, must be confronted head on.

Third, this issue is future-oriented. The beginning of a new century is a time not only for reflection and retrospection but also for speculation and conjecture; a time not only for taking stock of where we have been and what has resulted from that journey but also for looking ahead and preparing to meet the challenges of future journeys. In an age of exponential change, perhaps our greatest hope for harnessing and exploiting this change is to extrapolate well and wisely enough to practice foresight rather than nonreflective reaction. One of the primary goals of this issue, then, is to get a fix on scholarship's future direction. More specifically, the volume attempts to assess the catalytic effect *Scholarship Reconsidered* has had on the attitudes toward, and practices of, scholarship at the beginning of the new millennium.

Fourth, this issue moves beyond institutional concerns to the concerns of the individual, beyond the theoretical to the practical. We try to bring scholarship issues down to a workaday level. For example, how has *Scholarship Reconsidered* measurably influenced, on a day-to-day basis, the professional and personal lives of teacher-scholars? How has the technology revolution changed the way we do scholarship? How do departmental and institutional expectations, as manifested in scholarship policies, affect our quest for personal and professional fulfillment? These are big questions in need of equally substantive answers.

Fifth, this issue is driven by the foundational assumption that although academe has made some progress in humanizing the policies governing scholarship, even more humane, equitable, and compassionate policies and practices are needed. We must continue to strive for a potent repertoire of strategies for transforming the scholarly endeavor from an activity that stresses and exhausts its practitioners into one that renews, reenergizes, and rejuvenates them, ultimately bringing happiness, enrichment, and satisfaction. We must continue to seek ways of achieving balance in our professional and personal lives, a balance leading toward renewal rather than burnout, toward fulfillment rather than frustration.

This issue's structure reflects and honors these five foundational tenets. The first three chapters share the theme of New Venues, focusing on the new settings, the new circumstances, the new cultural environments in which the act of scholarship is now being, and will be, played out. In Chapter One, R. Eugene Rice sets the stage by providing not only a retrospective analysis of the influence of *Scholarship Reconsidered* but also a critique of the changes this influential Carnegie report has produced, ending with a commentary on what we can expect, as well as what we need next, within the realm of scholarship. This framing chapter, written by one of the key players in the move toward a broader definition of scholarship, builds the context needed to bring full meaning to the ensuing chapters. Wallace Hannum, in Chapter Two, follows up with a discerning look at the powerful influence of computers and information technology on the scholarly process, providing the reader with concrete evidence of how computer technology has influenced most aspects of scholarship, from formulating ideas and gathering data to collaborating and publishing research results. Indeed, Hannum concludes that because of computer technology we are now witnessing a "dramatic transformation in both the process and power of scholarship." In Chapter Three, Kenneth Zahorski argues that the key requisite for scholarship is an institution-wide culture of hope and opportunity. Drawing from nearly two decades of experience as director of a holistic faculty development program, Zahorski describes a strategy for creating a nurturing environment for scholarship, he then discusses some of the intrainstitutional partnerships that promote scholarly endeavors, and finally, he lists a few of the benefits derived from this holistic strategy.

This issue's middle three chapters, coming under the rubric of New Values, identify and explore the fresh set of values currently informing, or on

the brink of informing, today's scholarly practices. In Chapter Four, Mary Deane Sorcinelli begins the conversation with an important reminder of how tenure review policies and practices profoundly affect the scholarly endeavor. Only when we make the tenure process more effective, flexible, and humane, says Sorcinelli, will we succeed in validating and encouraging the multiple types of scholarship proposed in *Scholarship Reconsidered*. Although the task ahead is truly challenging, admits Sorcinelli, significant progress has already been made, and the future offers us a "wonderful opportunity" not only to enhance our approach to scholarship but also to "further transform our conceptions of faculty work and of the academy itself." Anne F. Lucas, in Chapter Five, celebrates the department as the standard bearer of organizational units possessing the power to help faculty members become productive, happy scholars. And just how can the department become a key player in promoting scholarship? Transform the unit into a cohesive team built on a foundation of trust, urges Lucas. Only through a departmental climate that is "humanitarian and supportive" can one hope to significantly increase scholarly productivity. Recognizing that department chairs are central to the transformation process, Lucas provides the reader with a valuable list of specific interventions that chairs can employ to generate change in departmental cultures. In Chapter Six, Kina Mallard rounds off the thesis of *New Values* with a clarion call for a paradigm shift in the way institutions view, promote, nurture, and reward scholarship—a fresh and holistic approach that focuses not so much on the scholarly product as on the well-being of the scholarly practitioner. She issues a challenge to college and university leaders to consider "scholar-development stages" and to develop "scholar-mentoring programs," with the goal of developing a "community of dialogue."

The final three chapters, concerned with *New Visions*, look to the future of scholarship, identifying trends, causative factors, and potentialities that promise to shape scholars and their scholarship in the new millennium. In Chapter Seven, Robert Diamond leads off with an insightful discussion that identifies primary influences upon scholarship, recent developments in how we view the scholarly role of faculty members, and an institutional approach for bringing fairness and quality into faculty renewal systems. Grounding his commentary in large part on the extensive and pioneering work he has done with disciplinary association task forces, Diamond suggests that the future of scholarship will be considerably brighter if we "focus more on the qualities that make an activity scholarly and less on the specific activity itself." Ronald Dotterer, in Chapter Eight, envisions an equally bright and dynamic future for scholarship if we replace the archetype of the scholar working in isolation with the collaborative investigative model. Especially promising, writes Dotterer, is collaborative inquiry-based education. Collaboration, involving either student-faculty or administrative-faculty interactions, "offers an exciting and effective new heuristic." And, finally, in Chapter Nine, Jerry Berberet envisions a new era of scholarship built on the firm foundation of community engagement. Using the New

American College institutional model as a source of inspiration, instruction, and guidance, Berberet convincingly argues that “the idea of moving from modernism to a postmodern era, although simplistic, involves a paradigm shift for which a scholarship of community engagement is a logical expression.” However, he continues, if the scholarship of community engagement is to blossom, we must develop new epistemologies, and “constructing an epistemology for the scholarship of community engagement requires both the rethinking of the nature and purposes of scholarship that Boyer initiated and assumptions about truth and ground rules for determining it that are consistent with the emerging paradigms of the postmodern era.”

Perhaps the grandest of legacies of the national conversation generated by *Scholarship Reconsidered* would be the creation of a “gentler and kinder” approach to promoting, evaluating, and rewarding scholarship: an approach emphasizing nurturance, inclusivity, enlightened assessment, and an equitable reward system. I hope that in some small way this issue helps ensure that legacy.

Kenneth J. Zahorski  
Editor

## References

- Boyer, E. L. *Scholarship Reconsidered: Priorities of the Professoriate*. Menlo Park, Calif.: Carnegie Foundation for the Advancement of Teaching, 1990.
- Glassick, C. E., Huber, M. T., and Maeroff, G. I. *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco: Jossey-Bass, 1997.

KENNETH J. ZAHORSKI is professor of English and director of faculty development at St. Norbert College, De Pere, Wisconsin.