100 mm

1.0

1.1

1.25 1.4 1.6
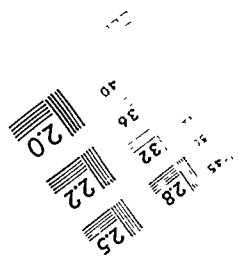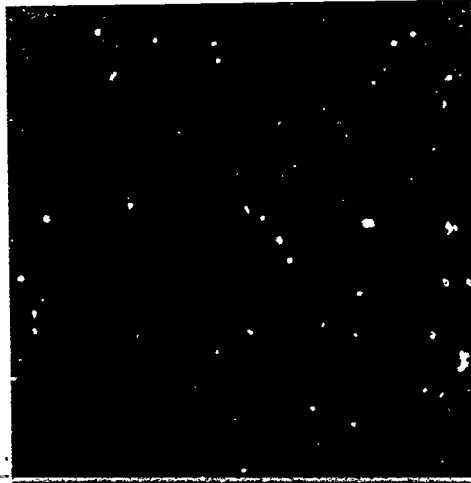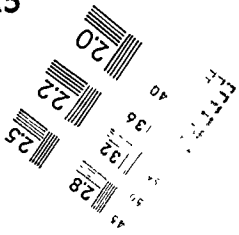
28 2.5
32 2.2
36
40 2.0
1.8

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

1.0 mm

1.5 mm

2.0 mm

A5

DOCUMENT RESUME

ED 309 689   HE 022 547

AUTHOR   Sundre, Donna L.
TITLE   The Specification of the Content Domain of Faculty
              Scholarship.
PUB DATE   Mar 89
NOTE   31p.; Paper presented at the Annual Meeting of the
              American Educational Research Association (San
              Francisco, CA, March 27-31, 1989).
PUB TYPE   Speeches/Conference Papers (150) -- Reports -
              Research/Technical (143) -- Tests/Evaluation
              Instruments (160)

EDRS PRICE   MF01/PC02 Plus Postage.
DESCRIPTORS   *College Faculty; Educational Quality; *Faculty
              Publishing; Higher Education; Peer Relationship;
              Questionnaires; Recognition (Achievement); Research
              Skills; *Scholarship

ABSTRACT
        A study exploring and clarifying the content domain
of the concept of faculty scholarship is presented. Faculty
scholarship is an area that has met with continued, uncoordinated,
research interest in higher education. The study asked faculty
participants to specify the qualities, attributes, and components of
faculty scholarship from their own points of view by naming scholars
from three reference groups and listing the reasons why they
considered them scholarly. Interviews followed in which participants
answered questions about the study conduct, their motivation in the
study, the development of their conception of scholarship, and
whether the data they provided conveyed the essence of their
definition of faculty scholarship. The 40 attributes of faculty
scholarship most frequently used to describe nominees are listed,
with the top few being: published articles; respect by peers across
the disciplines; broad generalized knowledge beyond the field;
contribution to, or influence on, the field through research; and
sharing knowledge with others. Results show high levels of both
faculty cooperation and a rich, expansive production of the
components of faculty scholarship. The success of the data collection
effort is without precedence in terms of faculty participation.
Evidence shows the construct of faculty scholarship is even more
complex than initially imagined. Two appendices are a form for
exploring faculty scholarship and a questionnaire to determine
attributes of scholarship. Contains 15 references. (SM)

THE SPECIFICATION OF THE CONTENT DOMAIN
OF FACULTY SCHOLARSHIP

Donna L. Sundre
University of North Carolina at Greensboro

Introduction

The purpose of this paper is to present the results of a study in which the content domain of the concept here termed, faculty scholarship, was explored and clarified. This research builds upon previous work to provide a long needed and frequently called for definitional clarity to the construct of faculty scholarship (Braxton and Bayer, 1986; Braxton and Toombs, 1982; Creswell, 1985, 1986; Pellino, Blackburn, and Boberg, 1984; Reagan, 1985).

Background

Historically, research pertaining to faculty scholarship has traditionally been directed toward the identification of predictors of research publications and the relationship between research and teaching effectiveness. Consequently, assessment techniques relied heavily on counts of journal articles and occasionally other forms of publication, citation counts, and grant dollar awards. More recent investigators have engaged in a quiet revolution against what Ladd (1979) referred to as the "tyranny of the research model." These researchers, starting in about 1980, (Braxton, 1980; Braxton and Bayer, 1986; Braxton and Toombs, 1982; Pellino, Blackburn, and Boberg, 1984) attempted to expand the boundaries of faculty scholarship by including indicators other than research publication products and grant awards in their measurement of the concept.

These more recent researchers relied heavily on inventories of activities faculty engage in, the frequency of faculty engagement in these activities, and the perceived importance attributed to these activities by faculty to their scholarly role in their assessment plans. It remains to be determined whether engagement in and perceived importance of activities can adequately represent faculty scholarship; particularly when quality of performance in the activities has not been addressed (Reagan, 1985).

Clarity in the construct(s) being studied is considered prerequisite to the development of a body of theory. As Light (1974) indicated, in reference to the arbitrary use of terms in the study of the professoriate,

> "So long as one does not know *what* one is studying,
> one cannot develop a body of theorems or organize
> good research." (italics in original. p. 3).

In essence, no clear content domain or criteria are readily apparent or agreed upon for the construct of faculty scholarship, thus necessitating investigation of construct validity (Cronbach and Meehl, 1955). However, the research in higher education, as well as the more specialized area of research within higher education pertaining to the study of faculty, is not well developed with either constructual clarity or theoretical frameworks upon which comparable and systematic research can be built (Keller, 1985, 1986; Leslie and Beckham, 1986; Peterson, 1985, 1986).

Faculty scholarship is an area of inquiry that has met with continued, though uncoordinated, research interest in higher education. Consensus regarding the construct of faculty scholarship, or methodologies for its study, has yet to be established. The specification of faculty scholarship has not yet been addressed directly or comprehensively. Much of the study undertaken has historically been directed toward two rather specialized objectives: (1) the identification of predictors of research productivity, and (2) the relationship between research productivity and teaching effectiveness. As a direct result of these rather limited study objectives, the research pertaining to faculty scholarship has typically limited its measurement to a few easily quantified variables. Such measures would have been justified if the dependent variables under study had been termed, "research publication" and "grant dollar acquisition"; unfortunately the studies were not so labeled. There have been two regrettable consequences of these lines of research (1) a proliferation of ambiguous terms that refer to studies of this nature, and (2) a significant disparity between that which was measured and the complex phenomenon the measurements were said to represent.

The research investigations pertaining to research productivity have been labeled as studies of "scholarly productivity," "academic productivity," "scholarly activity," "research," "publication," "scholarship," and "faculty scholarship" to name a few. While the stated objectives of each study were limited, and measurement was consequently narrow, the terms used to describe the studies were far more comprehensive and expansive than the measurement procedures employed. Over time, as an identifiable body of literature developed, the ambiguity of terms became more marked. The lack of precision in definition and comprehensiveness characteristic of studies pertaining to what is here broadly termed "faculty scholarship" had not gone unnoticed, just unheeded.

Although a need for greater clarity in definitions was identified by McGrath in 1962, the response has been continuing and disappointing neglect of specification of terms that has been accompanied by continued calls for clarity and comprehensiveness of assessment techniques (Braxton, 1980; Braxton and Bayer, 1986; Braxton and Toombs, 1982; Creswell, 1985; Finkelstein, 1984; Kirschling, 1979; Pellino, Blackburn, and Boberg, 1984, Reagan, 1985; Webster and Conrad, 1986). For example, Creswell (1985) identified the excessively narrow measures employed to assess research productivity; Reagan (1985) stressed the need for conceptual clarity regarding the nature of academic productivity in the evaluation of the professoriate; Webster and Conrad, reviewing studies of academic quality rankings, indicated that current measures fail to cast a net broad enough to capture the many forms of research in which faculty engage; and Braxton and Bayer (1986) have reiterated the need for differentiation and clarity in defining terms related to faculty "scholarly activities," "research,"and "publication." Ruscio (1987) suggested that the diverse sectors of the American higher education system might develop and specify their own variations of scholarship as distinct from the normative research model. He continued by introducing a conception of the distinctive scholarship of the selective liberal arts institution. Rice (1986) stated that the primary focus of scholarship would have to be much more broadly conceptualized than research alone. Rice contended that demonstration of scholarship should be required of faculty, "but the form it takes should be allowed to vary broadly, and its ties to teaching and learning should be assessed and honored (p. 20)."

The research to date has demonstrated differentiation of faculty activities across various classifications, such as "research," "pedagogical," and "creative activities" (Braxton and Toombs, 1982; Pellino, Blackburn, and Boberg, 1984). The research has also provided a clear indication that faculty consider many nonresearch activities to be scholarly (Pellino, Boberg, and Blackburn, 1984). It has been noted (Reagan, 1985) that the enumeration of frequency of faculty engagement in identified activities does not begin to address the more substantive issue of the role of quality within the schema of faculty scholarship. Therefore, despite these contributions to the current understanding and formation of the construct, a clear and comprehensive depiction of faculty scholarship has yet to emerge.

In essence, the basic question underlying the discussions and research remains, "What is faculty scholarship?". The current study, building upon the previous contributions and suggestions of other researchers, sought to empirically determine the content domain of faculty scholarship for one doctoral granting institution in North Carolina. In addition, the researcher sought, for the first time ever, to have faculty themselves generate the components and attributes of scholarship.

Method
Sample
The literature pertaining to faculty socialization and performance suggests that graduate socialization factors, academic discipline, faculty status, and current-institutional factors are strong predictors of faculty values, productivity, and other activities that bear a logical relationship with conceptions of faculty scholarship. Given their potential theoretical importance to the construct, these variables were accounted for in the final sampling plan and data collection design.

To assess the feasibility of having faculty define the components of scholarship, a pilot study was conducted. The pilot sample of full-time faculty was selected from larger academic units spanning the campus to ensure that, in the event procedures and materials were modified dramatically, sufficient numbers of unsampled faculty would remain to compose a representative sample of faculty to be used for main-study data collection. Four faculty members from five academic units (Biology, English, Mathematics, Music, and Nursing) were randomly selected to form a pilot study sample of 20; the four faculty members were selected from strata determined by academic rank: full professor, associate professor, assistant professor, and lecturer. On the basis of the success of the pilot study, main-stage data collection proceeded with academic department, and rank within department as classification variables from which nonoverlapping strata were formed. Strata were defined by the assignment of departments to the major Higher Education General Information System (HEGIS) code areas said to be representative of the general bodies of knowledge. Using this stratification scheme, academic programs at the institution were represented in 17 of the major code areas.

While the use of HEGIS codes for the development of strata offered a much greater level of precision than that generally employed in research in higher education, the pooling of Theatre, Art, Dance, and Music into a single strata did not appear prudent in light of the pilot study data, from which a large number of the proposed attributes of scholarship focused directly on specific content, methods, processes, and products within a given discipline. Examples illustrative of such attributes include "develops useful computer program," or "clinical expertise," or "outstanding performer." It seemed clear that the methods, objectives, and products employed within the Fine and Applied Arts strata were quite varied, and pilot study data did not support the assumption that attributes of scholarship generated by faculty of the School of Music might reasonably be expected to represent

2

3

the attributes of scholarship that might be generated by faculty in Art, Dance, and Theatre. It was therefore decided to split this stratum into four separate strata: Art, Dance, Theatre, and Music.

To further enhance the representativeness of the sample, the following sampling rules were developed (1) a minimum of two faculty members were selected from each identified stratum, one holding the rank of full or associate professor, and the other holding the rank of assistant professor or lecturer; (2) the first faculty member selected from each stratum was selected with all members given equal probability of selection; (3) if more than one department was represented within a single stratum, the two faculty members selected from the stratum could not be drawn from the same department; (4) if a single stratum had greater than 45 faculty residing within it, one additional faculty member would be selected following the sampling rules. Following the sampling rules, a total sample of 52 was randomly selected from the faculty population. Faculty with part-time, visiting, teaching assistant, research associate, instructor, or courtesy appointments were not included in the population. Faculty electing not to participate in the study were replaced by members of the population from the same strata following the sampling rules listed above.

Materials

Faculty participants were requested to name individuals they consider to be scholars and to suggest the qualities, characteristics, and attributes prompting them to consider these individuals scholarly. All faculty participants were asked to reflect on three reference groups of potential-scholar nominees (1) individuals currently employed at the home institution, Local Scholars, (2) individuals currently active as scholars but not currently employed at the home institution, External Scholars, and (3) personal mentors, or individuals from the past, that may have been influential in the development of current attitudes and values regarding scholarship, Scholars from the Past. Inclusion of the latter reference group was designed to more directly tap the theoretically important and more personal socialization processes engaged in by faculty and therefore stimulate richer reflections upon the nature of scholarship. In this way, a broader net was cast than in previous studies, and components of scholarship other than publications, grant dollar acquisition, and activities in which faculty engage were identified. The objective of this procedure was to induce further clarity regarding faculty scholarship by purposefully enlarging the potential set of elements contributing to the construct's development. The instrument used for main-stage data collection is presented in Appendix A.

Procedures

Sampled faculty were contacted by the researcher and told they had been randomly selected for participation in a study exploring the concept of faculty scholarship. They were told their responses would be confidential. Their participation involved the specification of faculty scholarship from their own point of view. The participants were asked to specify the qualities, attributes, and components of faculty scholarship by actually naming scholars from the three reference groups described and listing the reasons why they considered the individuals scholarly. After review of the survey instrument, the researcher made an appointment to return for collection of the data in about a week. The researcher returned to collect and review the data with each participant to confirm and clarify their entries. The researcher made an additional appointment to return to have the participant review and validate the listing of qualities, attributes, and components of faculty scholarship generated from what was often narrative descriptions of as many as 16 different scholar-nominees. At the final interview, after reviewing and validating the components of scholarship gleaned from the survey instrument, each participant was asked a series of questions related to the conduct of the study, their motivation and interest in the study, the development of their conception of scholarship, and whether the information they had provided conveyed the essence of their definition of faculty scholarship. Elaboration on the latter question was sought to form some limited appraisal of the validity of the procedures.

Results

The assessment of the success of the study was determined through both quantitative and qualitative methods. This section of the paper reports participation rates and the overall success of the data collection efforts from both quantitative and qualitative perspectives. More specifically, the level of faculty participation, the scope and production of the attributes of faculty scholarship, faculty interest in the study, participant perception of the legitimacy of the information they provided, the number of scholars described and the number of attributes used to describe scholars by reference group, and faculty interest in reference groups of scholars were all assessed and are reported in this paper.

The level of participation of faculty randomly selected as subjects was identified as the first test of the success and feasibility of the procedures. A significant percentage of faculty unwilling to participate in the study would have indicated systematic error in the generation of the components of scholarship. The presence of such bias would also signal failure to generate an amalgam of the elements of scholarship that might be representative of the general faculty.

Each of the 52 faculty randomly selected for participation were personally contacted by the researcher and invited to assist in the specification of the concept faculty scholarship. All but three of the sampled subjects agreed to participate at the initial interview. These individuals, two assistant professors and a lecturer, indicated that while the study seemed highly intriguing, time pressures would not allow participation in any elective activities. The two assistant professors specifically mentioned the tenure process as their reason for nonparticipation. These faculty members were promptly replaced with randomly selected faculty from the same strata following the specified sampling rules. All sampled replacement faculty members agreed to participate in the study.

Five other faculty members later declined participation in the study. Two of the faculty declining indicated time constraints and the third indicated grant administration as rendering participation infeasible. These three individuals, a full professor, an associate professor, and a lecturer were replaced by rand' mly selected faculty in accordance with the sampling rules. One full professor was designated a nonparticipant because the survey form was returned incomplete; this individual was also replaced. All of the sampled replacement faculty agreed to participate. Two additional faculty members later withdrew from the study. One faculty member, an assistant professor, was unable to participate due to a serious illness diagnosed toward the end of the pilot study period. The other faculty member, a lecturer, simply did not complete the tasks. These two faculty members could not be replaced due to the late stage of data collection; thus, a total of 50 faculty, or 86.2%, agreed to participate of the 58 contacted. Table 1 displays the breakdown of frequencies and percentages of participation by pilot and main-stage of data collection effort. Tre participation rate across all stages of data collection was considered very strong.

Table 1
Faculty Participation Rates

Stage	Number Contacted	Number of Participants	Percent Participants	Early Decline	Late Withdraw	Number Nonresponse
Pilot	23	19	82.6%	3	1	0
Main	35	31	88.6%	2	1	1
Total	58	50	86.2%	5	2	1

Those faculty declining, withdrawing, or designated as nonrespondents did not display systematic similarities. The academic ranks of nonparticipating subjects were as follows: two full professor, one associate professor, three assistant professors, and two lecturers. Seven different academic units were represented by withdrawing faculty, and five males and and three females withdrew.

The total number of attributes and components of faculty scholarship generated by all of the study subjects was 462. At the end of the pilot study, 321 attributes of faculty scholarship had been proposed by the 19 participants. When all data collection had been completed, an additional 141 components of scholarship had been generated by the 31 main-stage participants for a total of 462 attributes. The number originally generated was slightly larger; however, a number of components, such as "hard-working" and "diligent" were combined to render the listing a bit smaller. The master listing of the attributes of faculty scholarship proposed by faculty participants in this study is produced in Appendix B. The master listing of the attributes of scholarship also provides the pilot, main-study, and total frequency with which each attribute was used to describe scholar nominees.

The production of components of scholarship generated by subjects in the study greatly exceeded all prior expectations of the researcher. A review of the inventory of the proposed attributes of faculty scholarship is quite illuminating. Among the components proposed are many that are familiar to the faculty evaluation process. The tripartate of the faculty role (i.e research, teaching, and service) is well represented throughout the inventory. A great many of the proposed attributes correspond to the many modes of publication with which faculty communicate with their colleagues and the public. Also listed are a few components related to grant proposal writing and funding. A large number of the attributes proposed specifically focus on the teaching process and describe with clarity the value associated with being a mentor and assisting in the development of others. The component of the faculty service role is also well represented and is described within the academic unit, across the institution, and beyond the campus to the profession or discipline and to society at large. The breadth and scope of the attributes and components of scholarship proposed in the study is also illustrated by the number of entries that seem to address faculty orientations, characteristics, values, and attitudes.

Table 2 provides a listing of the forty attributes of faculty scholarship that were most frequently used to describe scholar nominees. While these frequencies do not indicate the importance of the attributes to the scholarly roles of the individuals participating in the study, they do represent the attributes most commonly used to describe individuals considered to be scholarly across the three reference groups of local, external, and scholars of the past. It should be noted that two of these reference groups, the external scholars and scholars of the past, would most commonly be known through publications; however, the great frequency with which modes of publication are listed as an attribute of scholarship is not inconsistent with results from national studies that indicate that publication, although not engaged in uniformly by all faculty, is highly honored (Ladd, 1979).

TABLE 2

THE 40 MOST FREQUENTLY CITED ATTRIBUTES OF FACULTY SCHOLARSHIP

	ATTRIBUTES OF SCHOLARSHIP	PILOT TOTAL	MAIN TOTAL	GRAND TOTAL
1	Publish articles	33	53	86
2	Respected by colleagues/peers across discipline	27	58	85
3	Broad generalized knowledge beyond field/discipline	27	47	74
4	Contribute or influence field through research	5	65	70
5	Share knowledge with others	24	45	69
6	Contribute or influence field through writing	4	63	67
7	Publish book	22	42	64
8	Broad generalized knowledge across chosen field/discipline	20	33	53
9	Articulate expression of language	21	27	48
10	Excellence in teaching	17	27	44
11	Provide creative and insightful interpretations	0	44	44
12	Publish quality work	12	31	43
13	Published important work	17	26	43
14	Expert in discipline/field	12	30	42
15	Eminent	18	21	39
16	Keeps current in field	12	27	39
17	Active in national professional/disciplinary organizations	22	15	37
18	Publish work recognized as significant to field	10	27	37
19	Hard working, diligent	20	16	36
20	Present papers at professional meetings	10	26	36
21	Committed to field of inquiry/area of study	20	15	35
22	Model mentor	6	29	35
23	Mentor many	9	25	34
24	Publish regularly	16	18	34
25	Ability to synthesize and relate phenomena	4	29	33
26	Broad interests beyond specialty	13	20	33
27	Committed to research	5	27	32
28	Continual quest for new information/knowledge	7	24	31
29	Expand the visions of the field/discipline	3	28	31
30	Leader in the field	0	31	31
31	Prolific publisher	9	22	31
32	Specialized knowledge	4	27	31
33	Intellectual curiousity	3	27	30
34	Persistent, persevere	15	15	30
35	Pioneer in field	3	27	30
36	Spirit of inquiry	9	21	30
37	Highly intelligent	17	12	29
38	Uphold rigorous standards	9	20	29
39	Influence generations of members of professional community	0	28	28
40	Focused area of inquiry	5	22	27

The study results show every indication of high levels of both faculty cooperation and a rich, expansive production of components of faculty scholarship. While faculty cooperation was deemed prerequisite to the success of the study, it was not considered sufficient, in and of itself, to support the validity of the data collected. Therefore, indicators of faculty interest in the study and motivation to complete the tasks assigned were collected in the interviews. At the final interview with study participants, all subjects were queried as to their level of interest in the study. Table 3 presents the frequencies and percentages corresponding to faculty responses to this question.

Table 3
Participant Interest in the Study

Response	Frequency	Percent
Low	4	8.0%
Medium	13	26.0%
High	33	66.0%

Responses to the interest question provided clear evidence that faculty found the study quite interesting. This data is strongly corroborated by the experiences of the researcher during the many hours of contact with faculty. The researcher consistently found faculty extremely generous in the amount of time they made available from very busy schedules to discuss and review the results of their substantial labors. Most faculty reported spending about 2-3 hours on completion of the tasks assigned. A number of faculty expressed pleasure in participating in the study and found the tasks enjoyable and provocative. A great many faculty expressed strong commitment to participation in the study. Given very high levels of faculty participation and interest in the study, the truly critical factor must be the quality of the components generated by the procedures.

In the absence of theoretical expectations, one indicator of the quality of the components, the construct validity of the components of scholarship, cannot be assessed at this time. Two other means of assessing, at least in a preliminary fashion, the quality of the components generated in the pilot study were identified: (1) asking respondents to describe the process they followed as they completed the tasks, and (2) asking respondents directly if the information they had been asked to provide conveyed the essence of their definition of faculty scholarship. The results of both of these assessments are described below.

Faculty were asked to reflect upon and describe the process they went through as they completed the tasks. In this way, the uniformity or disparity of perception of the tasks assigned could be determined. Analysis of the comments made by the faculty during the final interview revealed three approaches to the completion of the tasks.

The most frequently mentioned process, used by 32 individuals in the sample, was one in which the participants identified several individuals considered scholarly followed by descriptions of the individuals and their scholarly characteristics and activities. These descriptors tended to be quite precise, idiosyncratic, and individualistic. Frequently, a pattern of attributes emerged that seemed to be affirming to the respondent; many had not considered formally what their conception of scholarship might be. The scholar nominees were more often individuals the respondent personally knew or had immediate knowledge of.

A second process, employed by 14 participants, involved a determination of what a scholar is followed by the indentification of individuals that exemplify those qualities. The attributes generated using this process tend to be more global or universal in nature.

The third process identified, and employed by four respondents, seemed to involve a conscious attempt to identify diverse examples of what the concept of faculty scholarship might include and to then describe individuals that exemplify each of these. The respondents using this process seemed to select scholars either from very diverse campus settings or to select individuals that exemplify what the respondent considered to be an academic type. For example, one respondent selected four faculty nominees: the model researcher, the master teacher, the provider of service to external constituents, and the provider of service to the academic program, department, and institution.

While the processes followed varied markedly, all subjects were addressing essentially the same task. Further, the variety in approach seemed to enrich the quality as well as the number of attributes of faculty scholarship generated.

An additional means by which the quality of the components of faculty scholarship generated was assessed involved asking all participants whether they felt the information they had provided conveyed the essence of their conception of faculty scholarship. Table 4 provides the frequencies and percentages associated with faculty responses to this question.

6

Table 4
Participant Responses Regarding
Information Provi ed Conveying Essence of
Their Definition of Faculty Scholarship

Response	Frequency	Percent
no	4	8.0%
I don't know	1	2.0%
yes	45	90.0%

Faculty responses were overwhelming in endorsement of the value of the information collected; 90% indicated that the information they provided conveyed the essence of their definition of faculty scholarship. The strong confirmation of the legitimacy of the data collected is supported by numerous comments made by faculty during the interviews. For example, one participant remarked, "Yes. The characteristics listed form a conglomerate; it's not a single person. The aggregate forms the ideal." Another participant responded, "Yes, I hope so. That's why I came up with those choices." Another faculty member offered the following, "Yes, I think so. Because I've included diverse examples-that comes from addressing the tripartate." Another indicated, "Yes. You allowed me to define what it is. I set the terms. It would take what you are doing to define it; the concept is so vast that many forms will emerge...it's important to recognize the different forms." One faculty member did express uncertainty, "The question to me is, 'Can you define faculty scholarship?' Because on a university campus, there are so many endeavors that can be considered scholarly." The researcher reminded the respondent that the main thrust of the study is to pose that very question and to answer it.

Only four faculty members indicated that the information provided did not convey the essence of their definition of faculty scholarship. One participant suggested that the information could not convey the essence of their definition because they had not synthesized the information. The individual also felt that information would inevitably be lost through the transformation of narrative to phrases. Another professor told a story that illustrated his reservations about defining complex constructs, "It's kind of like the story of two umpires and a fellow asking them how they could call pitches balls or strikes. 'How do you know?' Well, one of the umpires described the strike zone and said that if the ball entered that zone, it was a strike, and if it didn't, the pitch would be called a ball. The other umpire simply said, 'It isn't anything until I call it.'."

Three reference groups of potential scholars were employed in the study to assist respondents in their consideration of the attributes of faculty scholarship. The three reference groups were: Local Scholars currently employed at the home institution; External Scholars, currently active but not employed at the home institution; and Scholars From the Past, individuals from the past, perhaps individuals that may have influenced the development of current conceptions of faculty scholarship. Table 5 provides the total number and the average number of scholars listed for each of the three reference groups.

Table 5
Total Number and Average Number
of Scholar Nominees for Each Reference Group

Reference Group	Total	Average
Local	139	2.8
External	127	2.5
Past	107	2.1

This data indicates that slightly more scholars from the home institution were nominated and described than for the other two reference groups of potential scholars. The total number of attributes used for each of the reference groups is displayed in Table 6.

Table 6
Total Number and Average Number of
Attributes Used for Each Reference Group

Reference Group	Total	Average
Local	1816	13.1
External	1418	11.2
Past	1118	10.5

7

These results indicated that faculty generated more attributes of scholarship in their descriptions of local scholars than the other two reference groups. This may be due to the sequence of the presentation of the scholars, since this reference group was placed first on the instrument, or it may be because faculty have more knowledge about local scholars. It might also be because study respondents were slightly more interested in local scholars than those from the past or external to the campus. Table 7 provides the frequencies and percentages associated with respondent interest in the reference groups.

Table 7
Participant Interest in Reference Groups

Reference Groups	Frequency	Percentage
All Groups Interesting	21	42.9%
Local Most Interesting	11	22.4%
External Most Interesting	9	18.4%
Past Most Interesting	8	16.3%

This data suggested that a substantial percentage of the participants, 42.9%, found the three reference groups equally interesting. Of those stating a preference, the local scholars were of slightly more interest than the other two reference groups. The comments that faculty made during the interviews underscore the importance of the local reference group to the study. Many faculty indicated that they have limited knowledge of the multiple roles of faculty scholars on other campuses. One participant remarked, "I found the externals the least interesting, because you're limited to their public face. The same is partially true of past scholars, though you have the power of their influence over time." Most of the faculty participants indicated that having more than one reference group was a very helpful division; for example, "I came up with more demonstrations of variety than if I'd been limited to a single group." or "There's a disparity among the groups; it accesses different information across all three groups."

Conclusions

This study was designed to contribute to further progress in the specification of the content domain of faculty scholarship by eliciting from faculty their conception of faculty scholarship. For the first time in research regarding faculty scholarship, faculty members themselves generated the components and attributes of faculty scholarship.

The effectiveness of the data generation was assessed quantitatively and qualitatively. One quantitative indicator of effectiveness was the quantity of components of scholarship generated by the three reference groups. The frequency of total attributes of scholarship produced by each of the three reference groups was compared. The variation in generation of components of scholarship was measured by counting and comparing the number of entries uniquely generated by each reference group.

The quality of the data generated clearly represented a more difficult, albeit critical burden, to the success of the study. It was assessed at several levels: faculty participation rate; faculty motivation, interest, and persistence; and faculty endorsement of the legitimacy of the data generated. The purpose of this data collection and analysis was to generate as complete a listing as possible of the components of the construct faculty scholarship and to evaluate the procedures used.

The success of the data collection effort for this study is without precedent in terms of the generous participation of faculty from across my home campus in a unique study that required tremendous thought and effort on their part. Participation in this study was not a trivial assignment. The quality and quantity of the production of the components and attributes of scholarship speaks both to the importance and centrality of scholarship to the faculty cohort as well as the complexity of the construct. On the basis of these preliminary results, we have evidence that suggests strongly that the construct of faculty scholarship is perhaps even more complex than we had imagined. The breadth, scope, and richness of the attributes of scholarship that faculty have generated should serve to caution us again of the inadequacies in our evaluation of faculty and demonstrate the disparity of our research methods in assessing it. However, this study represents only the first of many that should and will be conducted.

Successful completion of this stage of data collection has provided what I hope will be the foundation and perhaps inspiration for other studies. I am currently conducting a study in which the faculty at my home institution have been asked to assign weights to a distilled inventory of the components of scholarship. The faculty have been asked to weight each attribute in relation to its perceived importance within the conception of faculty

8

9

scholarship, as that conception applies to faculty within their own field or discipline. These weights will be factor analyzed to identify the significant dimensions of faculty scholarship and the individual components contributing to each of the dimensions of faculty scholarship. In addition, factor scores derived from the significant dimensions of faculty scholarship will be cluster analyzed to identify modal role conceptions (Levinson, 1959) of faculty scholarship. Such an analysis will provide observations regarding faculty scholarship that may be employed for the formation of a nomological network identifying the interlocking system of laws regarding the construct, initiating the ongoing construct validity process (Cronbach and Meehl, 1955) and contributing to the development of a theory of faculty scholarship.

The purpose of my ongoing research is to clarify the concept of faculty scholarship for one institution, a doctoral granting institution in North Carolina. It is my hope that my methodology, if not the definition that emerges, will generalize to other campuses. On the basis of my interaction with the literature in our field, I suspect that several distinct varieties of faculty scholarship could emerge from studies conducted at postsecondary institutions with distinct missions and goals. It is my expectation that the notion of scholarship may be quite differently perceived by members of different academic cultures and disciplines. We may be able to demonstrate empirically the distinctive form of faculty scholarship that many observors have eluded to.

References

Biglan, A. (1973a). The characteristics of subject matter in different academic areas. Journal of Applied Psychology, 57, 195-203.

Biglan, A. (1973b). Relationships between subject matter characteristics and the structure and output of university departments. Journal of Applied Psychology, 57, 204-213.

Braxton, J. M. (1980). The application of doctoral training in scholarly activities. Unpublished doctoral dissertation, Pennsylvania State University.

Braxton, J. M., and Bayer, A. E. (1986). Assessing faculty scholarly performance. New Directions for Institutional Research, 13, 25-42.

Braxton, J. M., and Toombs, W. (1982). Faculty uses of doctoral training: Consideration of a technique for the differentiation of scholarly effort from research activity. Research in Higher Education, 16, 265-282.

Creswell, J. W. (1985). Faculty research performance: Lessons from the sciences and the social sciences. ASHE-ERIC Higher Education Report No. 4. Washington, D. C.: Association for the Study of Higher Education.

Creswell, J. W. (Ed.). (1986). Measuring faculty research performance. New Directions for Institutional Research, No. 5. San Francisco: Jossey-Bass.

Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. Psychological Bulletin, 52, 281-302.

Ladd, E. C., Jr. (1979). The work experience of American college professors: Some data and an argument. In Current Issues in Higher Education, No. 2. Washington, D. C.: American Association for Higher Education. Ed 193 998.

Levinson, D. J. (1959). Role, personality, and social structure in the organizational setting. Journal of Abnormal and Social Psychology, 58, 170-180.

Light, D., Jr. (1974). Introduction: the structure of the academic professions. Sociology of Education, 47, 2-28.

Pellino, G. R., Blackburn, R. T., and Boberg, A. L. (1984). The dimensions of academic scholarship: Faculty and administrator views. Research in Higher Education, 20, 103-115.

Reagan, G. M. (1985). The concept of academic productivity. Educational Forum, 50, 75-85.

Rice, R. E. (1986). The academic profession in transition. Toward a new social fiction. Teaching Sociology, 14, 12-23.

Ruscio, K. P (1987). The distinctive scholarship of the selective liberal arts college. Journal of Higher Education, 58, 205-222.

APPENDIX A

AN EXPLORATION OF FACULTY SCHOLARSHIP

The concept of faculty scholarship, though central to the role of an academic, has never been well specified in the higher education literature. The literature displays great diversity in the definition, measurement, and evaluation of faculty scholarship. This study is an attempt to examine and define, for a particular campus, the concept of faculty scholarship.

As a faculty member selected at random for this study, you are being asked to examine and report your conceptions of faculty scholarship. Though you have undertaken advanced studies and may have served as a faculty member for many years, it is unlikely that you have given prolonged consideration to the definition of faculty scholarship. To assist you in formulating your thoughts on what your perception of scholarship might be, it may be useful to reflect upon current UNCG faculty members you consider to be scholarly and to determine and describe what it is about these individuals that prompts you to think them scholarly. The researcher is requesting that you actually name individuals currently employed at UNCG whom you consider to be scholarly; please be aware that you are eligible for listing as a current UNCG scholar. You will also have the opportunity to consider scholars not currently employed at UNCG. Please name three current UNCG scholars, and below their names, indicate what prompts you to consider them scholarly. Please be as complete in your description of components, qualities, or attributes of faculty scholarship as you can. Note the coded number at the top of the form. Please be advised that your responses will be confidential.

To facilitate your participation in this study, you may use pens and pencils, typewriters, word processors, computers, or any other form of assistance. Your responses do not have to appear on this form; they may be submitted on other sheets of paper or media.

1

13

Now that you have considered current faculty scholars at UNCG, please consider individuals you consider to be scholars who are not currently members of the UNCG faculty. The idea here is to ensure that the specification of scholarship is not limited by the population of faculty currently employed at this university or your knowledge regarding them. Again, please be as complete in your written description of their scholarship as you can. Please name each "external" scholar.

Current External Scholar #1

5

In a final consideration of scholars, the researcher is requesting that you reflect on scholars from the past. You may choose historic figures. You may also consider scholars you have actually known in the past. It might be helpful to reflect upon individuals that may have influenced the development of your conception of scholarship. Such individuals may have been mentors, major faculty in graduate school, or others that influenced your professional development and current conception of scholarship. Again, please be as complete in your description of the components, qualities, and attributes of their scholarship as you can. Please name each scholar.

Scholar From the Past #1

9 20

21

APPENDIX B: ATTRIBUTES OF SCHOLARSHIP

ATTRIBUTES OF SCHOLARSHIP	PILOT TOTAL	MAIN TOTAL	GRAND TOTAL
Ability to activate student's memory and imagination	1	1	2
Ability to communicate work to peers and public	6	5	11
Ability to demonstrate complex thesis logically	1	2	3
Ability to express ideas in conversation	2	12	14
Ability to express ideas in written form	7	8	15
Ability to easily penetrate to the core of an idea	0	3	3
Ability to know and follow own intuitive path	0	4	4
Ability to practice discipline in a variety of settings	1	0	1
Ability to read foreign languages	3	4	7
Ability to speak foreign language	3	4	7
Ability to synthesize and relate phenomena	4	29	33
Accept and seek professional scrutiny	9	14	23
Achieve balance across academic duties	0	5	5
Achieve balance of performance and academic career	3	0	3
Achieve goals	12	3	15
Active artisan	0	1	1
Active collaborator	5	5	10
Active in faculty governance	1	0	1
Active in international professional/disciplinary organizations	4	6	10
Active in national professional/disciplinary organizations	22	15	37
Active in regional professional/disciplinary organizations	6	4	10
Active in research	8	5	13
Active in service	9	1	10
Active in state professional organizations	4	3	7
Active in teaching	7	6	13
Active performer	8	0	8
Adaptability to new curricular needs	1	0	1
Administrative duties	4	7	11
Aesthetic sensitivity	2	0	2
Allow time for insights to develop	0	5	5
Analytical thinker	0	1	1
Antithesis of egocentrism	0	6	6
Apply new knowledge to field/discipline	0	4	4
Apply new knowledge to practical use	3	12	15
Apply new technology to field/discipline	3	2	5
Apply new technology to teaching	2	1	3
Articulate expression of language	21	27	48
Asked to share expertise on television	2	1	3
Asked to share knowledge	10	5	15
At home in the world	1	0	1
Attends professional meetings	9	2	11
Attract students from all over the country	2	3	5
Authentic	0	1	1
Authoritative	4	19	23
Author patent	0	1	1
Author playscript	0	2	2
Avid reader	3	7	10

Awareness of history	2	4	6
Awareness of other's work	2	4	6
Backs statements with facts	3	2	5
Blend scientific and artistic attributes	1	0	1
Bridge research and action/practice	0	7	7
Bridges theory and practice	12	10	22
Bring recognition to academic program	1	0	1
Bring recognition to institution	1	1	2
Bring recognition to School/College	1	0	1
Bring special speakers to campus	0	1	1
Broad competence	2	21	23
Broad contributions to field	4	16	20
Broad experience in the field	0	3	3
Broad generalized knowledge across chosen field/discipline	20	33	53
Broad generalized knowledge beyond field/discipline	27	47	74
Broad interests across field/discipline	2	9	11
Broad interests beyond specialty	13	20	33
Build professional credibility	1	1	2
Build upon the ideas of others	0	14	14
Can explain abstract ideas	1	1	2
Careful and relevant presentation of experience to students	1	2	3
Careful course preparation	1	2	3
Careful preparation of valuable class materials	1	0	1
Cares about students	1	5	6
Choreograph	0	3	3
Clarity of purpose	12	3	15
Clarity of vision	12	6	18
Class handouts were texts	1	0	1
Clinical expertise	1	0	1
Co-author articles	0	5	5
Co-author playscript	0	1	1
Co-author textbook	0	1	1
Co-edit book	2	3	5
Co-edit collected papers	1	0	1
Coherent, complete work plan	0	1	1
Collaborates with others	4	16	20
Combine aesthetics with analysis	2	2	4
Commitment to excellence	3	5	8
Commitment to improvement of practice	0	1	1
Commitment to work	1	1	2
Committed to continued professional development	2	13	15
Committed to field of inquiry/area of study	20	15	35
Committed to improvement in field for client population	1	0	1
Committed to improvement of practice	0	2	2
Committed to liberal education	4	0	4
Committed to research	5	27	32
Committed to sense of duty	1	0	1
Committed to service	1	0	1
Committed to teaching	15	8	23

Committed to undergraduate concerns	2	0	2
Committed to writing	2	4	6
Communicate across media	0	2	2
Communicate complex, abstract content effectively	7	11	18
Communicates effectively with diverse groups	3	19	22
Communicates with colleagues in the field regularly	6	17	23
Competent practitioner	1	8	9
Compose across media	1	0	1
Compositions widely performed	1	0	1
Concern for development of others	0	1	1
Concern for social issues	2	5	7
Concerned about educational issues	1	2	3
Conduct interesting investigations	7	1	8
Conduct master classes	1	0	1
Conduct research regularly	8	11	19
Conduct seminars	0	1	1
Conduct workshops	2	1	3
Confident, Self assured	3	19	22
Conforming	1	0	1
Confrontational teaching style forces students to think	1	0	1
Consciousness of universality	0	1	1
Considered as a resource	0	7	7
Constant reading to fill gaps in knowledge	1	0	1
Consults regularly	1	8	9
Continual preparation of new course material	1	0	1
Continual production of art	0	1	1
Continual quest for new information/knowledge	7	24	31
Continual redefinition of excellence	0	2	2
Continual search for innovative approaches to teaching	4	3	7
Contribute to area other than specialty	2	1	3
Contribute to cross-campus academic programs	2	4	6
Contribute or influence field through activities	15	6	21
Contribute or influence field through creative work	0	7	7
Contribute or influence field through research	5	65	70
Contribute or influence field through service	0	14	14
Contribute or influence field through teaching	4	13	17
Contribute or influence field through translation	2	3	5
Contribute or influence field through writing	4	63	67
Contribute to institution	1	0	1
Contribute to technological applications in the field	2	1	3
Convey a strong moral presence	1	4	5
Convincing arguments	1	2	3
Cooperative/collaborative approach	0	6	6
Cosmopolitan viewpoint developed through travel	1	0	1
Courage to be honestly critical	0	1	1
Craftsmanship	0	2	2
Creative ability within field/discipline	2	21	23
Creative teaching style	1	1	2
Creative work challenges viewer	0	2	2

Cultural awareness	1	4	5
Degrees from prestigious universities	0	1	1
Demonstrate effective application of practice	1	2	3
Demonstrate integrity	0	1	1
Demonstrate understanding of complex problems	1	0	1
Depth and breadth of understanding	12	4	16
Desire for discovery	5	14	19
Develop application of new knowledge to teaching	2	0	2
Develop collection of resource materials on subject area	4	0	4
Develop new course	3	4	7
Develop new program for public	1	1	2
Develop innovative techniques	2	2	4
Develop inter-institutional/agency collaboration	2	0	2
Develop knowledge base for others	2	8	10
Develop research project	1	2	3
Develop theory	3	14	17
Develop useful computer program	1	0	1
Devoted to area of study	7	12	19
Devote lifetime to study of specialty	6	10	16
Diplomatic regarding work of others	1	0	1
Direct graduate student research/dissertation	0	7	7
Direct program	2	3	5
Direct undergraduate research	0	2	2
Disciplined inquiry	5	12	17
Edit professional/disciplinary journal	2	9	11
Edit book	5	1	6
Edit collected papers	1	0	1
Edit major work	1	0	1
Editorial board for journal	2	3	5
Eminent	18	21	39
Empirical	1	2	3
Employment history at above average universities/programs	0	1	1
Encourage thought and questions in others	1	14	15
Entertains a variety of views	1	2	3
Enthusiasm for performance	1	1	2
Enthusiasm for area of interest	9	17	26
Equal effectiveness as teacher and writer	1	2	3
Erudite	1	8	9
Establish relations with external agencies	1	1	2
Ethical	2	3	5
Excellence in clinical instruction/supervision	1	0	1
Excellence in research	0	11	11
Excellence in service	0	1	1
Excellence in teaching	17	27	44
Excellence in teaching & practice/performance	7	0	7
Excellence in writing	2	23	25
Excellent critical mind	1	0	1
Excellent liberal arts education	2	4	6
Excellent public speaker	6	5	11

25

Expand the definition of the field	0	2	2
Expand the visions of the field/discipline	3	28	31
Experienced professional dancer	0	1	1
Experienced professional director	0	1	1
Experienced professional performer	0	1	1
Experiment with new technology	1	0	1
Expert in discipline/field	12	30	42
Expert witness/testimony	2	0	2
Focused area of inquiry	5	22	27
Follow own artistic/aesthetic personal vision	0	3	3
Foster sense of professional community	1	6	7
Generate foundational ideas	0	8	8
Generate ideas	2	12	14
Generate insightful metaphors	0	1	1
Generous with time for students	2	2	4
Generous in exchange of ideas and information	0	24	24
Genuine interest in the ideas of others	0	3	3
Give generous acknowledgement to collaborators	0	1	1
Give generous acknowledgement to predecessors	0	6	6
Good colleague	7	20	27
Good humor	1	5	6
Hard working, diligent	20	16	36
Have and share vision of future of discipline/profession	1	12	13
Have defined research/writing program	0	3	3
Healthy skepticism	0	6	6
High energy level	12	0	12
Highly developed technical skills	0	11	11
Highly intelligent	17	12	29
Humane	0	2	2
Humanize abstract findings	0	1	1
Humility	0	8	8
Imaginative intelligence	3	3	6
Improvisational	0	1	1
Includes students as researchers	2	8	10
Influence generations of members of professional community	0	28	28
Influence generations through work	0	4	4
Influence practice	0	3	3
Informed practice	2	0	2
Innovative in research design	0	12	12
Insight into creative process	3	4	7
Inspire continued study by others	6	17	23
Inspire new insights	0	12	12
Inspire others to more fully cooperate	9	2	11
Inspire students/others to strive for excellence	3	9	12
Integrate concepts	1	18	19
Integrate personal voice with creative exploration	0	2	2
Integrate personal voice with research	0	4	4
Intellectual curiousity	3	27	30
Intellectual insight	5	12	17

Intellectual rigor	1	8	9
Intentionality of artistic design	0	1	1
Interest in everyday phenomena as worthy of research	2	0	2
Interest in individual student development	5	4	9
Interest in relationship between form and content	0	1	1
Internally motivated	15	10	25
International reputation/recognition	0	2	2
Intrinsic valuing of creative process	0	2	2
Intrinsic valuing of life	0	1	1
Invent educational models	0	1	1
Keen observor	1	5	6
Keeps current in field	12	27	39
Knowledge of ancient and modern languages	1	0	1
Leader for faculty study group	1	0	1
Leader in the department	1	3	4
Leader in the field	0	31	31
Learn from mistakes	0	3	- 3
Link teaching with scholarship	0	10	10
Listen well	0	2	2
Logical	2	8	10
Long lasting positive impact on students	1	9	10
Love for creative work	0	1	1
Make the world a better place	0	1	1
Make works available for contemporary musicians	2	0	2
Make works available for contemporary performers	2	0	2
Mastery of classical discipline	2	3	5
Mastery of knowledge in field/discipline	12	3	15
Mastery of literature in field	2	21	23
Mastery of medium	0	1	1
Maturity	9	0	9
Member of prestigious honor society	0	1	1
Mentor many	9	25	34
Methodical	3	12	15
Meticulous	4	10	14
Model mentor	6	29	35
Multicultural approach to research	0	1	1
Multi or interdisciplinary thinker	7	8	15
National recognition/reputation	0	3	3
Nominated to hold Excellence Professor chair	0	1	1
Nonexploitative methods in research	0	1	1
Nonpedantic	2	2	4
Number of citations associated with published work	0	1	1
Nurture others to potential	6	17	23
Officer/Chair for professional/disciplinary organization	9	6	15
Open-minded, open to differing points of view	14	11	25
Organized, structured	9	4	13
Originality of work	2	5	7
Outstanding performer	4	1	5
Participate in peer review	0	3	3

27

APPENDIX B: ATTRIBUTES OF SCHOLARSHIP

Penetrating ability draws on wide knowledge, not specialization	1	8	9
Performances recorded	2	0	2
Perform internationally	0	2	2
Perform nationally	2	1	3
Persistent, persevere	15	15	30
Pioneer for oppressed women	0	1	1
Pioneer for women	2	5	7
Pioneer in field	3	27	30
Playscript produced	0	2	2
Playscript published	0	2	2
Politically astute	3	1	4
Praxis	1	0	1
Present papers at professional meetings	10	26	36
Preserve works and knowledge from the past	8	0	8
Prestigious employment history in public sector	0	1	1
Professionally strategic	1	0	1
Prolific publisher	9	22	31
Promote awareness in others	0	3	3
Promote 'complete' education of students	2	1	3
Promotion, tenure, and merit awards reflect quality of effort	0	1	1
Provide creative and insightful interpretations	0	44	44
Provide rich experiences/internships for students	0	7	7
Provide service to community	2	1	3
Provide service to department/program	2	12	14
Provide service to external agencies	1	6	7
Provide service to College/School	5	5	10
Provide service to institution	3	8	11
Published important work	17	26	43
Publish across subject areas	0	9	9
Publish articles	33	53	86
Publish book	22	42	64
Publish chapters	2	7	9
Publish conference proceedings	0	2	2
Publish in quality journals	0	10	10
Publish in refereed journals	0	3	3
Publish monograph	0	8	8
Publish quality work	12	31	43
Publish regularly	16	18	34
Publish reviews	2	1	3
Publish technical reports	0	2	2
Publish textbook	2	8	10
Publish with prestigious publishing house	0	1	1
Publish work recognized as significant to field	10	27	37
Pure pursuit of knowledge for its own sake	1	14	15
Pursue research in the field	0	7	7
Quality publications produced efficiently	0	1	1
Quantity of work impressive, vast quantity of work	11	11	22
Readiness to experience that which is new	1	2	3
Reads in field/discipline constantly	1	1	2

28

APPENDIX B: ATTRIBUTES OF SCHOLARSHIP

Receive grant award	3	4	7
Receive grant award from prestigious foundation/agency	0	1	1
Receive recognition for published work	0	2	2
Receive recognition from professional organization	0	6	6
Receive recognition from prestigious honor society	0	1	1
Receive service award	0	1	1
Receive teaching award	1	2	3
Recognize new opportunity for learning	3	8	11
Recognize problem in the field	2	8	10
Recognized as literary and social critic	2	1	3
Recognized as significant practitioner/performer in field	10	11	21
Reflective	1	2	3
Regarded as serious academic	2	0	2
Relate well with people	0	2	2
Reliable source	4	6	10
Renaissance individual	1	1	2
Research conducted for class lectures, then publication	2	0	2
Research interests facilitate cultural exploration	1	0	1
Research on major topics and individuals	8	8	16
Resourceful	0	2	2
Respect and honor for individuals	0	1	1
Respected by colleagues/peers across campus	0	7	7
Respected by colleagues/peers across discipline	27	58	85
Respected by colleagues/peers beyond discipline	0	3	3
Respected by students	5	1	6
Respect students	4	1	5
Retrospective	1	0	1
Rewards intrinsic	1	4	5
Rigorous reappraisal of intrinsic standards generated by research	0	2	2
Schedule time devoted for scholarly activity	0	1	1
Scholarly artistic work	0	1	1
Scholarly interests include rather than rebuff students	1	4	5
Scholarly work that grew out of teaching	2	0	2
Search for integration of that which is known	1	10	11
Search for solutions to problems in field/discipline	6	9	15
Search for solutions to problems in practice	2	2	4
Search for truth over glory	1	1	2
Seeks collaboration	2	0	2
Seeks mastery	1	2	3
Seek to help others to develop	13	1	14
Seek validation	1	2	3
Selection of research topic for interest over publications	1	0	1
Self-effacing	0	3	3
Self-discipline	5	3	8
Sense of universal synthesis	12	3	15
Sensitive	1	1	2
Serious about scholarship	1	1	2
Set goals	3	1	4
Share craft with others	1	2	3

Share knowledge with others	24	45	69
Sharing of understanding to benefit others	12	8	20
Skillful at networking	1	6	7
Specialized knowledge	4	27	31
Spirit of inquiry	9	21	30
Spontaneous	3	1	4
Streetwise	1	0	1
Strive for consensus and cooperation	12	2	14
Strive for excellence	16	9	25
Strong personal philosophy	0	3	3
Students find classes challenging	1	5	6
Students find classes interesting	2	1	3
Study literature in field	1	10	11
Successful and unforced inclusion of work into teaching	1	2	3
Supress imagination in self and others	1	0	1
Synthesize broad base of knowledge with experience	2	1	3
Synthesize disparate material	2	7	9
Synthesis of research interest with social concerns	4	7	11
Synthesis of interests and experience with research topic	5	2	7
Synthesis of interests with problems in the field	0	1	1
Teach importance of communication	1	1	2
Teach importance of patience in achieving goals	1	1	2
Teach students that scholarship is important	1	1	2
Teach students succintness, value of each word	1	0	1
Teach through engagement of students	1	3	4
Teach at graduate level	3	1	4
Teach new courses	2	0	2
Teach through example	11	10	21
Team worker	3	5	8
Theatrical perfectionist	0	1	1
Think a great deal	1	4	5
Think clearly	1	2	3
Think divergently and convergently	0	2	2
Thorough in all endeavors, attentive to details	5	14	19
Transmit enthusiasm for the field	0	2	2
Travels to further research	2	2	4
Tremendous memory	2	2	4
Understand limitations of methodologies	0	2	2
Understand limits of own knowledge	0	3	3
Understand objective/subjective components of work	0	1	1
Understand social movements	0	1	1
Unity of person with philosophy and professional endeavors	0	11	11
Unobtrusive way of convincing students scholarship is important	1	0	1
Uphold rigorous standards	9	20	29
Uphold values	2	2	4
Use storytelling effectively to make points	2	1	3
Value justice	1	0	1
Value knowledge	1	13	14
View scholarship as both process and product	0	1	1

Views scholarship as more than a competitive game	1	0	1
View teaching as a means toward scholarship	2	0	2
Widen knowledge base of the field	0	1 0	1 0
Willingness to learn from variety of people	1	2	3
Willingness to pursue research despite demanding methodology	0	5	5
Witty	2	2	4
Work carefully on projects with students	5	7	1 2
Work cited by others	0	7	7
Work exhibited internationally	0	1	1
Work exhibited regularly	0	1	1
Work hard with computer	1	0	1
Work in more than one area	4	8	1 2
Work in quiet isolation	0	3	3
Work recognized and performed locally	1	0	1
Work recognized and performed nationally	1	1	2
Work reviewed internationally	0	1	1
Work reviewed nationally	0	1	1
Work reviewed regularly	0	1	1
Work solicited by reputable publishers/journals	0	1	1
Work to inspire teachers	1	2	3
Work to stimulate students	2	5	7
Work well with groups	0	1	1
Write grant proposals	0	1 3	1 3
Write original, creative work	3	3	6
TOTALS	1408	2911	4319

31