Ever since World War II, American universities have been pulled into two seemingly opposite directions. The extraordinary growth both in absolute enrollment as well as in the rate of participation in higher education among the postsecondary cohort has diversified student backgrounds, preparation, and interests, and created enormous pedagogic challenges. At the same time, a boom in federal support for basic research, most of it going to a limited number of prestigious universities, made all such institutions aspire to share in the wealth. The amount of research support became the primary measure of institutional prestige as well as individual standing.

Scholarship should never have been and certainly no longer can be narrowly defined as consisting only of traditional, basic research.

At the heart of this broader conception is the recognition that scholarship is characterized as much by process as it is by outcomes. It is displayed by the way in which a scholar explores and analyzes a complex situation, using his or her expertise to identify both its similarities and its differences from prior, similar problems, chooses an optimal goal and appropriate methods, pursues the project in a reflective manner, and acquires new knowledge and understanding both from the process and the outcome. These “habits of the mind” can be manifested in equal measure when creating a new pedagogic approach to a complex subject, finding new ways of working with an external client to deal with a pressing problem, or carrying out a basic or applied research project. An individual can demonstrate scholarly qualities in many more ways than by means of traditional research published in refereed journals. Traditional as well as other kinds of teaching, and also professional outreach and applied work can be carried out in a scholarly manner.

Of course this must be demonstrated and evaluated. All the potential manifestations of scholarship must be properly documented, subject to peer review, held to equivalent standards of quality, and then receive equivalent recognition. Hence, a more inclusive view of scholarship requires substantially new approaches to prevailing notions...
of faculty roles and faculty rewards.

Much of this will be discussed in a forthcoming report of the Carnegie Foundation for the Advancement of Teaching, entitled Scholarship Assessed.\(^2\) A first working draft was generated by this author some time ago, but its further development and the final version has been much delayed by the illness and untimely death of Ernest Boyer. In the mean time, however, the extraordinary impact of Dr. Boyer’s earlier report, Scholarship Reconsidered, has resulted in much progress in recent years on the reexamination and adaptation of faculty roles and rewards within the framework of a broader conception of scholarship.

At the national level, the American Association for Higher Education (AAHE) initiated the Forum on Faculty Roles and Rewards, which has sponsored four annual meetings with steadily growing attendance; the most recent meeting in January 1996 attracted over one thousand individuals. AAHE is also engaged in several pertinent projects and has published a number of monographs, most of them to date focused on teaching. It has had substantial success in stimulating pedagogic discussions on campuses, and in exploring ways of documenting and assessing classroom work and other forms of instruction. More recently the focus of attention has expanded to include faculty professional service through outreach. AAHE has published a monograph Making the Case for Professional Service by this author, who is currently engaged in a project involving faculty members on four campuses in the development of documentation for peer review of such external professional activities.\(^3\)

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**Notes**


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1. *Issues in Catholic Higher Education*, Joseph O'Keefe, SJ, assistant professor of educational administration, Boston College
3. *Graduate Education*, Maresi Nerad, associate dean, Graduate Division, University of California, Berkeley.