

**Boyer's Principles of
Scholarship
and
The Outstanding Faculty
Awards**

John T. Dever
Northern Virginia Community College

OFA Workshop

April 27, 2009



The **Outstanding Faculty Awards** are the Commonwealth's highest honor for faculty at Virginia's public and private colleges and universities. These awards recognize superior accomplishments in teaching, research, and public service. On February 20, 2008, higher education and business leaders joined legislators, SCHEV and sponsor Dominion in recognizing the following twelve **2008 OFA recipients** during a special ceremony at the Jefferson Hotel in Richmond.

2008 Winners



Bridget Anderson
Old Dominion University



Faye Belgrave
Virginia Commonwealth University



Edward Berger
University of Virginia



Cliff Boyd
Radford University



Carl Friedrichs
College of William & Mary/VIMS



John Kattwinkel
University of Virginia



Suzanne Keen
Washington & Lee University



Brent Kendrick
Lord Fairfax Community College



Shaomin Li
Old Dominion University



Walerian Majewski
Northern Virginia Community College



KimMarie McGoldrick
University of Richmond



Duncan Richter
Virginia Military Institute



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2009 Winners



Lizabeth A. Allison
The College of William
and Mary



Michael M. Behrmann
George Mason University



Mark P. Carey
Washington & Lee
University



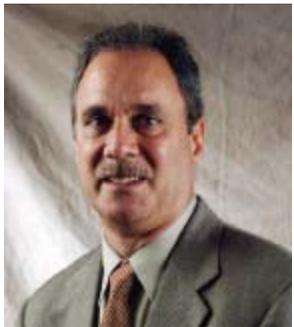
James C. Duchamp
Emory & Henry
College



Ralph P. Eckerlin
Northern Virginia
Community College



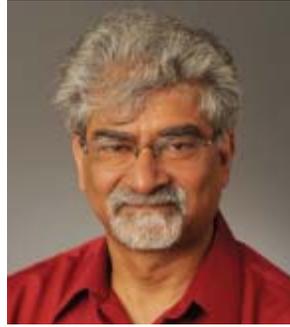
David E. Evans
University of
Virginia



Lawrence J. Hatab
Old Dominion
University



Christopher D. Howard
The College of William
and Mary



Raja Parasuraman
George Mason
University



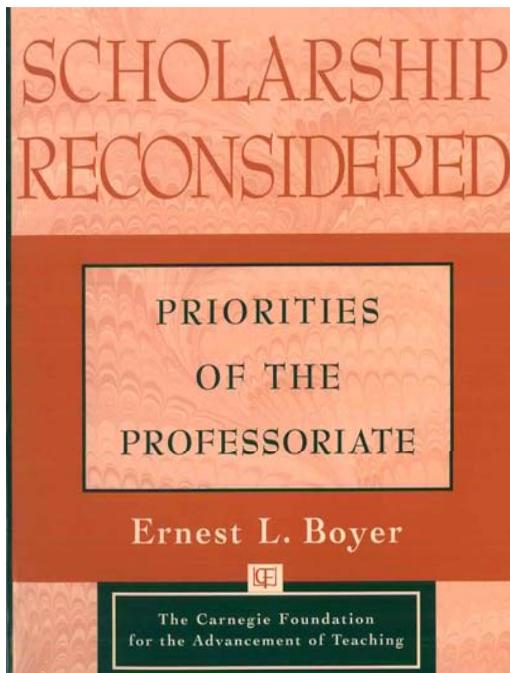
Erich S. Uffelman
Washington & Lee
University



Lawrence B. Weinstein
Old Dominion University



David C. Wojahn
Virginia
Commonwealth
University



Two major themes of Boyer's *Scholarship Reconsidered:*

1. Scholarship is much broader than research.

“Research and publication have become the primary means by which many professors achieve academic status, and yet many academics are, in fact, drawn to the profession precisely because of their love for teaching or for service - even for making the world a better place.”

2. The diversity of institutional missions should be valued.

“It’s time to end the suffocating practice in which colleges and universities measure themselves far too frequently by external status rather than by values determined by their own distinctive missions.”

The same two themes are reflected in the OFA Nomination Guidelines:

1. OFA nominees are expected to be superior in all dimensions of scholarship.

“A nominee *must* possess a record of superior accomplishment **in the four areas of scholarly endeavor described by Ernest Boyer’s Scholarship Reconsidered** (1990, Jossey-Bass): (i) **TEACHING**; (ii) **DISCOVERY**; (iii) **INTEGRATION OF KNOWLEDGE**; and (iv) **SERVICE**.”

2. OFA nominees will be judged in relation to institutional mission.

“A nominee must possess a record of superior accomplishment that **reflects strongly the MISSION of his/her institution**. A nominee’s accomplishments will be judged in relation to the nature/type of his/her nominating institution. Recipients will be selected from across all sectors of Virginia’s higher education system; **the Selection Committee will endeavor to ensure that the distribution of awardees—in terms of represented institutional missions—is not out of proportion with the overall distribution of faculty across Virginia’s institutional types/missions.**”

Shifts in Order and Nomenclature

Boyer

Discovery

Integration

Application

Teaching

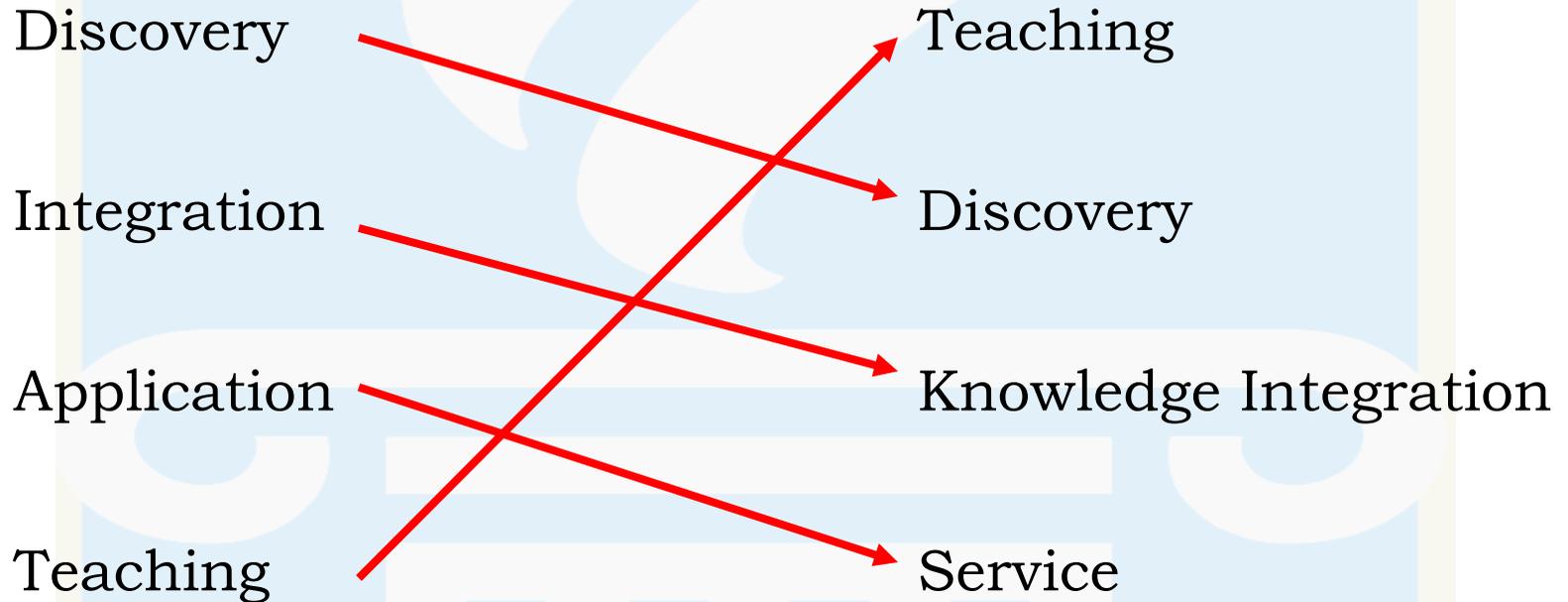
OFA

Teaching

Discovery

Knowledge Integration

Service



Teaching

OFA

- Instruction
- Student development and learning

Boyer

- “Dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher’s understanding and the student’s learning.”
- “Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught.”
- Great teachers “stimulate active, not passive, learning and encourage students to be critical, creative thinkers, with the capacity to go on learning after their college days are over.”

Discovery

OFA

- Scholarly works (objective, subjective, and/or artistic)
- Scholarly activities (new knowledge and research)

Boyer

- “Commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead.”
- “Enlivens faculty and invigorates higher learning institutions, and in our complicated, vulnerable world, the discovery of new knowledge is absolutely crucial.”

Integration/ Knowledge Integration

OFA

- Curricular development, including placing the nominee's discipline in larger interdisciplinary and cross-disciplinary contexts
- Meaningful connections between a nominee's discovery and teaching

Boyer

- “Making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too.”
- “Specialization, without broader perspective, risks pedantry.”
- “Those engaged in discovery ask, ‘What is to be known, what is yet to be found?’ Those engaged in integration ask, ‘What do the findings *mean?*’ ”

Application/Service

OFA

- The application of knowledge and expertise in the broader contexts of (i) institution; (ii) community/society; and (iii) professional service.

Boyer

- “Asks, ‘How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?’ And further, ‘Can social problems *themselves* define an agenda for scholarly investigation?’ ”
- “To be considered *scholarship*, service activities must be tied directly to one’s special field of knowledge and relate to, and flow directly out of, this professional activity.”

Incorporation of Boyer's Themes into the Nomination Package

1. Cover Sheet—Designation of Institution Type
2. Excerpts from the Mission Statement (second page)
3. Summary of Accomplishments (six pages)
 - The amount of space/attention given to each area of scholarship (teaching, discovery, knowledge integration, and service) should be reflective of the faculty member's employment responsibilities and institution's mission/type.
4. Personal Statement (two pages)
 - The distribution of the nominee's faculty responsibilities across Boyer's four areas of scholarship
 - Educational philosophy
 - Any other information deemed relevant by the nominee

Emphasis on Superior Accomplishment and Compelling Evidence

A nominee's record of superior accomplishment must demonstrate clear and compelling evidence of the **NATURE, LEVEL, AND/OR DEGREE** of a nominee's:

- i. involvement / participation;**
- ii. effectiveness / success;**
- iii. impact / achievement; and**
- iv. recognition / acknowledgement**

in the areas of teaching, discovery, knowledge integration, and service.

The nature, level, and/or degree of this evidence must also be reflective of his/her institution's type/mission.

Porous, Overlapping Nature of Categories

Summary of Accomplishments

- Usually organized around the four headings
- Categorization, particularly with Integration and Service/Application, depends less on definition of terms and more on internal logic of presentation

◆ *Bridget Anderson, Linguistics, Old Dominion University (2008)*

- Under Integration of Knowledge
 - Working with Secret Service forensics team to develop voice recognition software that is dialect sensitive
 - Working with police departments to analyze voice crimes such as bomb threats and harassing phone calls

Porous, Overlapping Nature of Categories (cont.)

Personal Statement

- Categories weaved into narrative—compelling theme more important than strict adherence to categorical coverage
- ◆ *Faye Belgrave, Psychology, Virginia Commonwealth University (2008)*
 - “It is difficult if not impossible for me to separate teaching, research, and service since they all occur simultaneously.”
 - “Our students have had experiences as peer educators, tutors, mentors, data collectors, and authors of papers that have been professionally published and presented. Our community partners have products that are usable, and have been trained to implement their own prevention programs. Our students have learned the rewards of service, community and academic collaboration. And that these are not distinct processes from learning and research. These experiences have led many of my students to seek careers in the prevention field and/or careers working with children. Students become not only learned and productive scholars but good and kind citizens.”
 - Challenge of balancing sufficient differentiation with overarching synthesis

Teaching - Compelling Evidence

- Emphasis on student learning, not faculty performance
- Student evaluations
- Student development—pride in what former students and graduates have gone on to do
- Continuous enhancements based on changes in disciplines, technology, student styles of learning
- Emphasis on experiential learning/inquiry based learning in the sciences/undergraduate participation in real research
- Meeting students where they are

Teaching - Compelling Evidence (cont.)

- ◆ *Lawrence Hatab, Philosophy, Old Dominion University (2009)*
 - “I always try to operate by three principles in my teaching, what I call the gateway principle, the relevance principle, and the patience principle. First, never forget what it is like to come to philosophical questions for the first time. The easiest trap to fall in is assuming that what is obvious or second nature to you should also be evident to students. Second, always connect philosophy with concrete life concerns, and this not simply as a pedagogical technique, but as a measure of philosophy’s true meaning and importance. Third, have the patience to let students come to important insights at their own pace and through often uneven steps of development. This last principle has become increasingly challenging for me.”

Teaching - Compelling Evidence (cont.)

- ◆ *Lizabeth Allison, Biology , College of William and Mary (2009)*
 - “As impressive as these numbers are, the outcomes have been even more remarkable. Of the 41 undergraduates who have completed their studies (including 1 African American, 2 Hispanic, and 27 female students), 32 have entered M.D., D.V.M., Ph.D., or M.D./Ph.D. programs, 7 have entered Dentistry programs, Masters programs, law schools, or business schools, 2 students went into secondary education, while the final student has deferred completing his M.Ed. after signing a contract as a free agent with the NFL. Undergraduates have gone on to such premier institutions as Harvard, Johns Hopkins University, Washington University, to name just a few.”

Teaching - Compelling Evidence (cont.)

- ◆ *James Duchamp, Chemistry, Emory and Henry College (2009)*
 - “And it never ceases to inspire me as I strive to make chemistry accessible to greater numbers of college students. Beginning science students tend to approach chemistry with dread – something to be overcome on their way to careers as doctors or pharmacists. I revel in connecting students to the chemistry that pervades their surroundings – the surprise on students’ faces when they realize the chemical that makes Styrofoam cups is the same as the chemical used to make a CD case, for example. I never tire of performing demonstrations in class and then having students work in small groups to explain what happened. How if the substances in the three graduated cylinders are the same, why did one fizz slightly, one fizz moderately and one fizz abundantly (out of the cylinder and onto the counter!)? In addition to helping students learn chemistry, I seek to communicate both an enthusiasm and sense of purpose about chemistry in their lives.”

Discovery - Compelling Evidence

- Record of publications
- Research projects, sponsored and otherwise
- Association with others in discovery
- Involvement of students
- Recognition by fellow scholars
- Breadth of interest

Discovery - Compelling Evidence (cont.)

- ◆ *Ralph Eckerlin, Biology, Northern Virginia Community College (2009)*
 - “Dr. Eckerlin took a one semester sabbatical in 1998 to participate in an expedition to Guatemala and Honduras. The purpose of the expedition was to collect small mammals and their parasites from high-elevation cloud forest sites on mountaintops. Little is known about the mammal communities in those locations in Central America and virtually nothing is known of the parasite fauna. The expedition was funded by the National Geographic Society and the US Food and Drug Administration. Five and a half months were spent in the field living in a tent, eating freeze-dried food, and hiking mountain trails seven days a week. Almost a thousand small mammals were collected and huge numbers of parasites. From that collection publications have resulted on mammal biogeography in Central America, and the description of new species of shrew, louse, fleas, and protozoan.”

Discovery - Compelling Evidence (cont.)

◆ *Erich Uffelman, Chemistry, Washington and Lee University (2009)*

- “Uffelman has had 46 students (21 of them women) conduct laboratory research with him in his 15 years at W&L. Of those 46 students, 39 have done summer research with him and of those 39 roughly half have worked two or more summers. Uffelman believes that, for him personally, research should involve students. Yes, he could be more productive without students, but if research productivity is the principal concern, he should not be at W&L in the first place....For a lay audience, the Uffelman group W&L laboratory research is generally geared towards the synthesis of compounds that act as catalysts in the area of Green Chemistry oxidation reactions. In other words, his group strives to make compounds and devise processes that are more environmentally friendly than other systems.....Not counting meeting abstracts, Uffelman has 25 publications and patents; sixteen of those have been published since he arrived at W&L. All of the publications are in top international journals or books. Most of his publications feature student coauthors.”

Integration - Compelling Evidence

- Incorporating latest discoveries into teaching
- Curricular development
 - New projects, particularly undergraduate research
 - New courses
 - New programs
- Interdisciplinary projects with faculty from other departments and schools

Integration - Compelling Evidence (cont.)

- ◆ *David Evans, Computer Science, University of Virginia (2009)*
 - “Dr. Evans led the effort to create a new major for students in the College of Arts & Sciences to combine interests in the arts and sciences with a solid computer science major; he is the Founding Director of the *Interdisciplinary Major in Computer Science*.....Dr. Evans regularly integrates ideas from other disciplines into his computing courses, including biology, linguistics, physics, history, politics, and economics. In his cryptography courses, there are frequent discussions of the legal and societal implications of technology (for example, relating probabilistic cryptanalysis to evidence rules, and the implications of encryption on privacy) and technical assignments nearly always include some societal component or essay question on ramifications. In his introductory computer science courses, Dr. Evans uses problems in biology (e.g., reconstruction phylogenetic trees), astronomy (e.g., simulating physical bodies), politics (e.g., modeling elections), sociology (e.g., group dynamics), and linguistics (e.g., understanding natural languages) to motivate interest in computing.”

Integration - Compelling Evidence (cont.)

- ◆ *Christopher Howard, Political Science, College of William and Mary (2009)*
 - “Christopher Howard has been a pioneer at the College in combining teaching, service, and research. For the last five years, his Sharpe seminar combined traditional classroom instruction with service projects in the local community. Students read alternative explanations for achievement gaps in education, and they tutored children in the local schools. Their tutoring experience informed their class discussions, and the academic work encouraged students to seek the underlying causes of achievement gaps as they worked in the community. This combination gave added depth to students' understanding of problems and possible solutions.”

Integration - Compelling Evidence (cont.)

- ◆ *Raja Parasuraman, Psychology, George Mason University (2009)*
 - “Why would a person trained as an electrical engineer turn to the study of the mind? Can the tools of engineering—mathematics, the electromagnetic laws, computers, etc.—help at all in understanding mind and behavior, the essence of psychology? And what, if anything, can psychology contribute to engineering? Are these not disparate endeavors destined to go their different ways, separated by their rigid disciplinary walls? “
- ◆ *Lawrence Weinstein, Physics, Old Dominion University (2009)*
 - “In order to reach a more general audience, he has written, together with Prof. John Adam (a 2007 SCHEV Outstanding Faculty Award winner), *Guesstimation: Solving the world’s problems on the back of a cocktail napkin*, published by Princeton University Press in April 2008. The book contains 80 estimation questions and answers, covering topics such as automobile and air safety, nuclear waste, electric cars, solar power, and the total length of pickles consumed by Americans each year.”

Service - Compelling Evidence

- Extension and application of one's scholarship
- Institutional service
- Community outreach
- Professional involvement and recognition

Service - Compelling Evidence (cont.)

◆ *Mark Carey, History, Washington and Lee University (2009)*

- “In Costa Rica, I volunteered as a fifth and sixth grade public school English teacher for a year. Working without resources or curricular guidance, I gained some of my most enduring teaching skills: patience, clarity, flexibility, preparedness, and compassion for diverse student backgrounds and learning styles. I also learned how teaching spreads beyond classrooms to the playground soccer field, to tutoring for high school entrance exams, and to student clubs.”

◆ *Erich Uffelman, Chemistry, Washington and Lee University (2009)*

- Service as University Parliamentarian: “I have been useful at times in consulting with faculty and administrators prior to meetings to try to avoid unnecessary conflict, or to help parties frame their issues in ways that are more likely to lead to civil and productive argument. I have told administrators that they could not do some things they wanted to do; I have told some faculty that they could not do some things they wanted to do; I have interpreted the rules carefully, even when it has meant protecting positions or people with whom I strongly disagree. I was flattered when I heard that a colleague I respect said about me, ‘Yeah, Erich is the Parliamentarian, and he is distressingly impartial!’ ”

To Sum Up...

- Truly outstanding faculty are accomplished scholars with distinguished records in the areas of teaching, discovery, knowledge integration, and service.
- The relative weight of varied accomplishments should be placed in the larger context of institutional mission and the students served.
- Outstanding faculty members have a compelling personal story to tell both about their own lives and learning and about the way their experiences connect with the aspirations and needs of their students.
- Virginia is very fortunate in the diversity of its relatively autonomous institutions of higher education, their well recognized status as exemplars of excellence, and their close and respectful cooperation with one another. At the heart of Virginia higher education lie an exceptional number and broad range of dedicated and high-performing faculty members.
- The Outstanding Faculty Awards are a wonderful way to demonstrate and celebrate all of this.