

**Statement of Professional Standards**  
**College of Professional Studies**  
**PSC Document**  
**16 Dec 2008; Revised July 13, 2022**

The College of Professional Studies is comprised of faculty in the School of Business, Department of Communication, Media & Design Arts, Department of Education, Department of Music, Department of Theatre & Dance, and the Innovation Studies program. Across these disciplines faculty engage in a broad range of professional and scholarly activities that constitute scholarship and that fosters professional growth and development. Faculty members who have earned research degrees such as the Ph.D. tend to pursue their scholarship and professional development in activities that results in products such as conference papers, peer reviewed journal articles, book chapters, and books. Faculty members who have earned degrees such as the M.F.A. and D.M.A tend to pursue scholarship through artistic creation and performance. Regardless of the character of faculty members' scholarly work, this statement of Professional Standards affirms the importance of continued professional growth and development for all faculty members in the College of Professional Studies. Moreover, this document affirms the College's position that as a matter of peer review, all faculty members are expected to explain the nature of their scholarly endeavors to their colleagues within their academic units and College and across the University.

**This document was prepared initially for those units previously housed under the former School of Arts and Communication: the Departments of Communication, Media & Design Arts; Music; and Theatre & Dance, and was revised to reflect the new academic structure of the College of Professional Studies.**

**Further revisions/updates to this document will follow during AY22-23.**

### **Rationale**

The peer review process is a core professional responsibility of membership in an academic community. Central to the peer review process is each faculty member's responsibility to craft a clear explanation of her/his accomplishments in scholarship, teaching and service. This is not simply a list of accomplishments and duties fulfilled. Each faculty member is expected to make specific claims about these accomplishments which are supported by specific evidence.

As specified in the *Faculty Handbook* (pp. 43-44) faculty members are expected to provide evidence of their performance in three categories: Teaching, Scholarship, and Service. Expectations are for "excellent teaching and a concern for improving the quality of their teaching," "competence and continued growth in professional activity," and "substantial and sustained service."

This Statement of Professional Standards affirms the following:

1. The College of Professional Studies faculty members' professional work encompasses substantial diversity *in teaching, scholarship and service*. It spans conventional scholarly activities (i.e., scholarly writing and publishing); professional training and education, including studio instruction and co-curricular activities as sites for professional education; formal contributions to the faculty member's profession (e.g., formal commentary on, and assessment of, journalistic/educational organizations; adjudication of peers); and creative performance and artistic presentations.
2. Because of this range of activities and venues, each faculty member should assist colleagues across the academic disciplines to understand the process and products of *teaching, scholarship, and service* in their particular case.
3. *Particularly* in view of the diversity of activities that constitute *scholarship* in the College of Professional Studies, this statement recognizes that different models of peer review underlie the production and evaluation of scholarly work. Faculty members in the College are expected to assist colleagues engaged in their peer review to understand those relevant models of peer review.
4. Each school, department and/or program in the College of Professional Studies should supplement this statement of general principles with its own explanation of *teaching, service, and* scholarly process, products, and models of peer review that are relevant to the scholarly activities within that department/program. Such supplemental documents should assist both the faculty member and those engaged in the faculty member's peer review. These documents should serve as guidance, and not be construed as narrowly prescriptive. They should offer examples of the kinds of evidence upon which a faculty member could draw to document the creative and intellectual *process* that results in particular scholarship products. They should assist faculty members to develop a clear and accessible case about the depth, range, and quality of their scholarship, teaching, and service.

### **Professional Expectations in the College of Professional Studies**

Faculty members in the College of Professional Studies are expected to pursue their profession in two distinct arenas:

1. continued growth and development in the disciplinary profession to which they have committed their careers; and
2. commitment to and active participation in the life of the university as professional members of the academy.

### Disciplinary Professional Growth and Development

Faculty members in many of the disciplines housed in the College of Professional Studies work at the intersection of scholarly study and application, where application often pertains *both* to the faculty member's individual scholarly production *and* to the education and professional training of students. In this sense of "professional," faculty members **teach through** their synthesis of formal education and applied expertise in a particular arena. Moreover, the creative products that faculty produce and share with various publics/audiences (i.e., through exhibits, performances, journalistic narratives) are the result of this synthesis. Where applicable, faculty members should be able to explain how their continued professional growth and development represents a fusion of **scholarship, pedagogy** and **service**.

Similarly, faculty members who engage in "conventional" (i.e., not performance-based) scholarship are expected to continue their intellectual growth and development in their chosen arenas of expertise and to integrate this growth as scholars with their contributions as teachers – both in the classroom and in the community. In this manner **scholarship** contributes to **teaching** and fosters the capacity for **service**.

### Professional Membership in the University

Within the broader meaning of "profession," faculty in the College of Professional Studies are academics who belong to Pacific Lutheran University, a professional academic community. In this sense, membership in the PLU community means a commitment to the overall life and vitality of this community and its culture. Immersion in one's disciplinary profession must not be at the expense of engagement with the life of the PLU community. In sum, faculty members are expected to nurture *both* community memberships with equal commitment.

## APPENDIX 1 THE PLACE OF THE ARTS IN DEFINITIONS OF SCHOLARSHIP

The categories of scholarship identified in PLU's *Faculty Handbook* derive from Ernest Boyer's *Scholarship Reconsidered* (1997). These categories include the scholarships of Discovery, Integration, Application, and Teaching. Moreover, these categories encompass the full range of professional, scholarly activities found across the university. Faculty members in the artistic disciplines housed in the College of Professional Studies should note especially that each of these categories includes artistic products and performance, and dialogue and professional engagement with one's peers as part of the creative process. The responsibility of each faculty member, then, is to offer appropriate and specific evidence to support claims of her/his scholarly productivity.

The following passages are drawn from the *Faculty Handbook* (p. 44). Key passages are underlined:

Professionally active faculty demonstrate accomplishment in scholarship. Scholarship may take any of the four forms described below, all of which involve interacting with peers in ways that benefits students, colleagues, communities, disciplines, and faculty themselves. The university values all of these kinds of scholarship. Faculty are not expected to demonstrate accomplishment in all forms of scholarship.

1) Scholarship of Discovery . . .

demonstrates a commitment to making particular and unique contributions to knowledge within a discipline. It involves the process of confronting the unknown, seeking understanding, looking freshly, probing new ideas, and answering the question, "What is to be known and made known?" It may be evidenced by publication, artistic products, and other forms of professional dialogue with one's peers.

2) Scholarship of Integration . . .

demonstrates a commitment to interpreting knowledge, making connections across disciplines, and placing knowledge in perspective. It involves illuminating, interpreting, critically analyzing data, and sharing with colleagues answers to the question, "What do the findings of research mean?" It may be evidenced by publication, artistic production, and other forms of professional conversation with colleagues in one's own and in other disciplines.

3) Scholarship of Application . . .

demonstrates a commitment to using knowledge responsibly to solve problems of consequence to human welfare. It may be evidenced by publication, artistic production, and other forms of professional involvement and leadership beyond the academic community.

4) Scholarship of Teaching . . .

demonstrates a commitment to understanding and improving the process of teaching and learning. It involves critical inquiry into the development of effective approaches and methodologies to communicate one's discipline, and seeks to raise as well as answer questions. It may be evidenced by publication, artistic products, and by other forms of intellectual and professional exchange among colleagues. As with all other forms of scholarship, the demonstration of interaction with professional peers is integral to the scholarship of teaching.

Beyond these acknowledgements in the *Faculty Handbook* that that artistic and creative process, performance and products are scholarship, each member association of the Council of Arts Accrediting Associations (NASAD, NASD, NASM, NAST) makes the following claim:

Creative activity and achievement and exhibition must be regarded as being equivalent to scholarly efforts and publication in matters of appointment and advancement.

Moreover, it advises those involved with faculty peer review:

Creative production and professional work should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement in all institutions.

## APPENDIX 2 PROFESSIONAL ARTS ASSOCIATION STANDARDS

According to the Council of Arts Accrediting Associations, an umbrella organization committed to assuring quality and achievement in arts education at the university-level, evaluating individual faculty achievement in arts disciplines may draw upon a range of conceptual criteria, many of which overlap among art, dance, music, and theatre, yet differ in their particular manifestations of products and performances.

Because of these varied modes of artistic expression, the Council's **Arts-Accredit.org** website recommends that evaluation of faculty should subscribe to the "Standards of the Arts Accrediting Associations." Consequently, evaluation of faculty members in Art should subscribe to criteria articulated by the National Association of Schools of Art and Design; in Dance, the National Association of Schools of Dance; in Music, the National Association of Schools of Music, and in Theatre, the National Association of Schools of Theatre.

The Council's recommendation continues:

"The list for individual achievement begins with those fundamentals and uses them as a basis for describing several attributes of the capabilities, capacities, and work that are present when knowledge and skills are being applied in an advanced and sophisticated way."

Moreover:

"The specifics associated with each characteristic vary among disciplines and specializations. Therefore, the list can be addressed in terms associated with specific degree programs, and areas of specialization."

The Council identifies six (6) general categories of accomplishment:

1. Basic knowledge and skills in the discipline and any area of specialization as defined in Arts Accreditation Standards demonstrated by level of accomplishment or work. These include fundamentals of the field in terms of practice, history, analysis and their applications in various areas of specialization.
2. Development of a personal vision and/or purpose--sometimes called "artistic voice"--that is evident in terms of work produced in the discipline or specialization. Verbal articulation of the vision or purpose is virtually immaterial if the vision is not manifested in the work produced. Vision or purposes are realized in terms of content or process in one or more of the following fields: artistic, humanistic, scientific, pedagogical, therapeutic, and so forth. Visions or purposes can change from work to work.

3. Conceptual acuity and ability to:
  - a. create, sustain, realize, and evolve personal vision and purposes;
  - b. identify and achieve specific and associated ideas and/or goals at various levels of scope and complexity;
  - c. work creatively with relationships among ideas, structure, and expression;
  - d. understand multiple perspectives;
  - e. create using the process of discovery inherent in making a work.
4. Ability to:
  - a. use imagination as a means of creation and discovery with regard to specific content or subject matter and as a means for communicating through the art what is created or discovered;
  - b. channel imagination to reach specific artistic goals;
  - c. apply imagination to all aspects and levels of a work in ways that enhance its communicative power.
5. Technical ability to:
  - a. create, sustain, realize, and evolve a personal vision and/or purposes;
  - b. realize specific works or projects or elements of concepts at an advanced or professional level;
  - c. analyze one's own work with sophistication using various methods and perspectives.
6. Ability to combine knowledge and skills, personal vision and/or purpose. Conceptual acuity and clarity, imagination, and technical ability to function independently in the creation and production of high level work in the area of specialization, including but not limited to the capability and capacity to:
  - a. define, analyze, and solve problems;
  - b. make effective choices;
  - c. evaluate critically and effectively work in process;
  - d. critique and learn from work of others;
  - e. understand and work with layers of structure and meaning;
  - f. combine, integrate, and synthesize elements into works with internal conceptual and structural integrity.

**APPENDIX 3:  
STATEMENTS ON SCHOLARSHIP BY  
ARTS ACCREDITING ORGANIZATIONS**

Across the respective Handbooks for the four Associations (2007-2008), language is almost identical for standards for faculty evaluation and advancement and the key principle for faculty evaluators to follow.

<b>ORGANIZATION</b>	<b>Standards for Evaluation and Advancement</b>	<b>Recommendations to Faculty Evaluators</b>
<b>National Association of Schools of Art and Design (NASAD)</b> <i>NASAD Handbook 2007-2008:</i>	Creative activity and achievement and exhibition must be regarded as being equivalent to scholarly efforts and publication in matters of appointment and advancement when the institution has goals and objectives for the preparation of professional artists and designers. (p. 50)	Creative work in art/design should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement in all institutions. (p. 51)
<b>National Association of Schools of Dance (NASD)</b> <i>NASD Handbook 2007-2008</i> (p. 53)	Creative activity and achievement must be regarded as being equivalent to scholarship in matters of appointment and advancement when the institution has goals and objectives for the preparation of dance professionals in performance and choreography.	Creative production and professional work in dance should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement in all institutions.
<b>National Association of Schools of Music (NASM)</b> <i>NASM Handbook 2007-2008</i> (p. 52)	Creative activity and achievement must be regarded as being equivalent to scholarly efforts and publication in matters of appointment and advancement when the institution has goals and objectives for the preparation of professional composers and performers.	The creative production and professional work of performers, composers, and other applied faculty should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement in all institutions.
<b>National Association of Schools of Theatre (NAST)</b> <i>NAST Handbook 2007-2008</i> (p. 52)	Creative activity must be regarded as being equivalent to scholarly efforts and publication when the institution has goals and objectives for the preparation of theatre professionals in practice-oriented specializations.	Creative activity should be accepted as a criterion for appointment and advancement in all institutions.