Making Faculty Work Visible: Reinterpreting Professional Service, Teaching, and Research in the Fields of Language and Literature

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The Modern Language Association of America

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MLA COMMISSION ON PROFESSIONAL SERVICE

Executive Summary

Background

In May 1992, the MLA Executive Council established the Commission on Professional Service to examine the ways in which faculty work has been defined, evaluated, and rewarded in fields encompassed by the MLA. The formation of this commission was one of several efforts by higher education groups to redefine professional service in higher education and to formulate new guidelines for rewarding it. Over the last few decades, the traditional triad *research*, *teaching*, and *service* has increasingly become a hierarchy, ranked in order of esteem.

The need for a new conception of professional service is a consequence of the expansion and diversification of faculty roles since World War II. The growing emphasis on research and the dramatic expansion of the student population in the 1960s and 1970s increased role conflicts. New economic, social, and demographic conditions, along with technological changes in the production and dissemination of knowledge, exacerbated those conflicts and created severe strains. As a result, the consensus on values in the academic workplace is eroding.

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RESULTS OF THE COMMISSION STUDY: REWORDING THE CONVERSATION

- The commission brought to light many unacknowledged or unrewarded faculty roles and activities within the traditional triad. It concluded that the current model hinders appreciation of the range and diversity of faculty work because much is excluded or trivialized by the categories in use.
- These devaluations and omissions are most striking for the service leg of the triad, which encompasses any faculty work that falls outside teaching and research. The present connotations of service rule out a priori the possibility that it has substantive idea content or significance. There is no way to distinguish substantial contributions in this area from perfunctory ones.
- The commission decided that to incorporate, evaluate, and appropriately reward the invisible or undervalued aspects of service, it is necessary to change both the basic organization and the underlying premises of the faculty reward system.
- Therefore, the commission has devised an alternative model that changes the terms of the conversation about faculty rewards. The basic principle of this new model is that the quality, significance, and impact of faculty work are more important than the category to which the work belongs.

TERMS OF THE NEW CONVERSATION

The new model proposes *intellectual work* and *academic and professional citizenship* as primary components of faculty work. The commission chose these categories because they are fundamental to the academy's mission and well-being. At the same time, the commission recognizes that particular disciplines or special institutional missions may require the inclusion of other dimensions of value relevant to faculty work.

Intellectual Work

Intellectual work comprises faculty members' individual and joint advancement of knowledge and learning in accordance with the academic mission. Such work is not restricted to research and scholarship but is also a component of teaching and service. It should contribute to the knowledge-related enterprises in which a faculty member is engaged as a faculty member and should explicitly invoke ideas and explore their consequences in the world of ideas, the world of action, or both. Significant intellectual work should be an outgrowth of professional expertise rather than of general knowledge or of skills that most educated, intelligent people possess. It must have a public dimension that is amenable to assessment, evaluation, and modification by a critically informed group of peers. Excellence in intellectual work is characterized by such quali-

ties as rigor, skill, care, intellectual honesty, heuristic passion for knowledge, originality, relevance, aptness, coherence, and consistency.

In evaluating intellectual achievement, institutions and professional organizations should include not only discipline-based work and work addressed to specialized audiences but also the broader work of the so-called public intellectual. Evaluations of teaching and scholarship should be differentiated to take into account the more indirect and gradual impact of teaching. The commission urges the establishment of processes that consider such long-term investments and accomplishments.

Academic and Professional Citizenship

Academic and professional citizenship encompasses the activities required to create, maintain, and improve the infrastructure that sustains the academy as a societal institution. Just as research is no longer the exclusive site of intellectual work, service is not the exclusive site for citizenship. Citizenship activities within research and scholarship include participating in promotion and tenure review, evaluating manuscripts, and serving on committees in professional organizations. The definition of teaching is expanded to include such citizenship functions as faculty recruitment, student retention, major advisement, and service on curriculum committees. Joining committees for one's institution or for professional organizations and representing one's institution or field on an external task force or commission are among the activities that constitute citizenship within service.

SITES OF FACULTY WORK

The commission decided to retain the terms *research*, *teaching*, and *service* for continuity, but the new model boldly reinterprets these labels, rejecting any hierarchy that was implicit in the triad. These terms no longer define discrete categories of faculty work or distinct roles of faculty members but describe sites of faculty work, the places where faculty work occurs or is disseminated. Such places include classrooms, committee meetings, the Internet, scholarly conventions, journals, community boards, and so on. The new model is represented as a grid with a values axis and a sites axis, which are described in the last section.

Research

Research, or scholarship, is a site for intellectual and professional endeavors that are produced and legitimated in accordance with the standards of at least one disciplinary or professional community. A dynamic enterprise, scholarship must be made public and open to peer criticism, though it need not be disseminated in traditional formats. By its nature, it is cosmopolitan and transinstitutional rather than local.

Teaching

The commission endorses a concept of teaching that goes beyond individual classroom performance and direct student contact. Recognition and reward for teaching, not to mention efforts to improve teachers' performance and prepare future professors, have been severely hampered in the academy by a restricted conception of teaching that focuses on classroom events and other direct student contact, along with only the most immediate tasks of preparing for or supplementing these events. An augmented conception of teaching includes activities that enrich student learning and promote better teaching. Evaluation should take nontraditional teaching modes into account. Examples of expanded teaching include running a writing center or language lab, attending teaching workshops and conferences, participating in distance learning, and collaborative teaching. Evaluation should also recognize that teaching can be practiced at high and low levels of intellectual investment. Serious intellectual work can be accomplished in teaching by, for instance, monitoring students' learning, translating scholarly knowledge into meaningful and accessible models for learners at different stages, designing modes of assessment, adapting pedagogical approaches to various or nontraditional learners, and creating and sustaining a teaching network.

Professional Service

Service can usefully be divided into two types. *Institutional and organizational service* embraces activities that sustain colleges and universities and enable them to carry out academic goals, including governance. *Applied work* intersects with practical affairs and problem solving, making academic knowledge available in these areas. Beneficiaries of applied work might be government, industry, the law, the arts, and not-for-profit organizations. Examples of applied work include serving on a state or local humanities council, helping a school system revamp its curriculum, working on a community literacy project, writing a script for public television, and consulting on expert testimony for Congress.

A Visual Representation of the New Model

This new model is represented by a grid or matrix with two axes. The vertical axis corresponds to values and the horizontal axis to sites of faculty work. The vertical axis includes the values of intellectual work and academic and professional citizenship. The horizontal axis maps the three sites: research, teaching, and professional service.

The visual expression of faculty work as a grid has several advantages. It is a graphic demonstration that the character of any particular example of faculty work can be mixed. It clarifies the interrelations among different activities—the overlapping, ambiguities, and connections among work efforts and among sites—and reveals the need for greater flexibility. Finally, it invites the evalua-

tion of different attributes of faculty work in the same way that athleticism and artistry are evaluated in ice-skating: what is the balance between the two attributes? how are they integrated? and what is the level of excellence in each? As a result, evaluation becomes an inquiry that is approached with an open mind.

The new model is provisional, not prescriptive. It is valid across institutions, but its weighting can be varied to allow for diversity among types of institutions. It is a hypothesis to be debated and adapted to fit the mission of different institutions and the nomenclature of different fields.

COMMISSION REPORT

PREFACE

In May 1992, discussions first arose in the MLA Executive Council concerning the role of service in the faculty reward system in the fields encompassed by the MLA. Claire Kramsch, James Slevin, and Phyllis Franklin had attended the conference "Reshaping Institutional Cultures and Reward Structures to Enhance Faculty Professional Service," held at the Wingspread Conference Center in Racine, Wisconsin. Their report to the council gave a sense of the enormous complexity of the existing reward structure, the intellectually challenging issues raised, and the advisability of the MLA's taking a stand vis-à-vis the profession. Council members agreed that it would be beneficial to reexamine current practices and so decided to appoint the Commission on Professional Service, which kept busy for the following four laborious years.

The council gave the commission the following charges:

1. The commission should identify what differentiates service, teaching, and scholarship in the fields the MLA encompasses. The commission should try to determine the definition or definitions of scholarship on which definitions of service are or might be based. It should also consider the status of disciplinary, institutional, and societal service.
2. The commission should describe the traditional service activities that faculty members and institutions count as professional service in the fields the MLA encompasses, and it should consider whether these activities represent the full range of professional service faculty members in our fields actually perform.
3. The commission should consider how professional service should be assessed. What are appropriate criteria for documenting and evaluating faculty achievement in service activities? Should institutions establish assessment mechanisms for service parallel to those for scholarship and

teaching? What are the qualifications of appropriate referees for assessing professional service?

4. The commission should consider how institutions should recognize and reward professional service. What types of rewards or compensation are appropriate at which stages of an individual's career? How should institutions regard service in evaluating untenured faculty members? What role should institutional mission play in determining rewards for service? What are the responsibilities of humanists with regard to professional service?

The MLA commission did not undertake its work in isolation. Questions about the effects of faculty rewards on teaching and questions about what constitutes scholarship have been widely considered within higher education since the late 1980s. After the Wingspread conference, the commission received materials from other disciplinary associations participating in the National Project on Institutional Priorities and Faculty Rewards, directed by Robert M. Diamond from Syracuse University. During the four years of its tenure, the commission organized open hearings on questions concerning professional service at the MLA convention (Dec. 1993), the CCCC convention (Mar. 1994), the Northeast conference (Apr. 1994), the ADFL seminars East and West (June 1994), and the AAHE conference (Jan. 1995). We thank the participants at these hearings who enthusiastically supported the efforts of the commission and provided many of the examples found in this report.

Our own work profited from many lengthy conversations held at the MLA office in New York during these four years. We were conscious of the urgency of our task yet fearful of being misinterpreted, given the political polarities of our times. Moreover, the task itself cut to the heart of the academic enterprise, with all its inherent challenges and paradoxes. We wanted to make quite sure that our final document represented the diversity of higher education institutions. But we were also concerned with providing a general framework for comparing institutional practices and for ensuring the transferability of faculty rewards across institutions. Thus we hoped to reach a definition of faculty rewards that would be valid globally, but with the understanding that these rewards would need to be weighted differently at the local level. We have ultimately left judgment up to the individual institutions, but, in our attempt to rethink the present reward structure, our discussions have been unavoidably colored by our own personal judgment and our own faculty perspectives.

The present document reflects these fundamental tensions. It is the product of our joint reflection on some of the most complex and sensitive issues in higher education. We wish to express our gratitude to Phyllis Franklin, David Laurence, Elizabeth Welles, and the MLA staff for their unwavering support and encouragement when, at times, we despaired. They helped us keep up the strong belief that our work will be of use to our colleagues in the profes-

sion and that it may help bring about urgently needed changes in the faculty reward system. The members of the commission present this document in the hope that it can stimulate reflection in its readers and encourage them to take action.

INTRODUCTION

In recent years, changes in higher education have expanded and diversified what we call "faculty work." These changes are due to a variety of historical and societal factors. First, after the end of World War II, the student population in the United States expanded when large numbers of war veterans took advantage of the GI Bill of Rights and went to college; other new groups of students followed in the 1960s. Second, the mission of higher education focused more sharply on research than it had in the past, and concern about achievement in research intensified during the 1950s, especially after the Soviet Union launched Sputnik. With the advantage of hindsight, one can see that conflicts between the ideals of increased student access to higher education and superior achievement in research were probably inevitable. Research places one set of demands on faculty members, academic programs, and institutional resources; accessibility creates other kinds of demands:

In addition to these tensions between the research and the teaching missions of the university, recent years have seen a growing emphasis on its societal mission. Just as scientists are asking themselves, What is the social responsibility of the scientist? so are humanists starting to discuss, What are the social obligations of the humanist or of the scholar in the humanities? What is professional service in the fields of language and literature? Such questions are asked at a time when American colleges and universities are under increased economic pressure to produce and transmit knowledge that is of immediate and practical relevance to the job market. The demographic changes also exert pressure on institutions to diversify their criteria of excellence according to their stated missions and the diversity of their student bodies. The growth of academic technology produces new forms of knowledge and provides new forms of dissemination that require new forms of evaluation. It also generates a greater variety of applied work that does not fit within traditional disciplinary boundaries. Given the growing uncertainties of the job market, junior faculty members want to maintain as great an autonomy as possible; they are keen on developing portable expertise that allows them to retain flexible career patterns with utmost geographic mobility. At the same time, however, institutions are defining their missions more sharply than before, and they increasingly expect their faculty members to serve their specific needs.

These changes in the knowledge mission of the academy have put new demands on scholars and have raised questions about the varied ways in which

members of the academic community can and should serve their institutions and the community. They have opened up new options for acknowledging and rewarding the diverse roles that faculty members are now challenged to fulfill at their colleges or universities. The traditional triple mission of the American university—scholarship, teaching, service—has always been in tension in American education because it is an amalgam of different educational visions and intellectual traditions and because it responds to the needs of very different institutions. These tensions have been more or less kept in balance up to now by an invisible consensus among professional peers regarding values and priorities in higher education. Now that this consensus is eroding under new economic, social, demographic, and technological conditions in the production and dissemination of knowledge, the traditional triad of faculty rewards is attracting criticism from both inside and outside academia.

Some critics have focused on the long-standing strain within higher education between teaching and scholarship. They argue that the balance between a faculty member's dual responsibilities as teacher and scholar has tilted, with excessive value being placed on research, to the detriment of teaching. Others contend that in times of budgetary constraints the university's main purpose is to serve society in a concrete, immediate way and that the notion of "professional service," traditionally used to recognize and reward university scholars and teachers, is in need of a redefinition.

Higher education has received public attention on these issues, and it is currently challenged to reexamine its faculty reward structures. Various professional organizations have already issued reports and recommendations. In line with a tradition of self-criticism that is the hallmark of scholarly activity, the Modern Language Association itself has decided to reassess the very definition of knowledge it has been operating on in higher education and to reexamine critically its past practices in the definition and evaluation of faculty work.

In preparing this report, the MLA Commission on Professional Service reviewed the many documents already written on the topic, in particular Robert Diamond and Bronwyn Adam's *Recognizing Faculty Work: Reward Systems for the Year 2000* and others listed in the bibliography. We soon realized that we could not attempt to redefine service without examining teaching and scholarship, for the new demands put on service are intimately linked to the two other traditional dimensions of faculty work. In fact, the attempt to clarify the notion of service brought to light faculty roles and activities that had remained invisible within the usual triad and had therefore been neither acknowledged nor rewarded. Furthermore, it showed that institutions apply a wide variety of criteria on the basis of where each places its priorities and what each decides to reward.

Thus the work of the commission consisted in (1) *broadening* the range of what counts as faculty work in the fields encompassed by the MLA at various

programs, colleges, and universities across the country; (2) *making visible* the actual and potential contributions of faculty members to the audiences served by the academy; and (3) *setting the stage* for a conversation among the wide range of participants from the academic communities served by the MLA. The report reflects these three objectives. It offers an alternative model for thinking about the faculty reward system and elaborates and tests this model on several representative fictional cases. In the light of these concrete cases, it discusses the various options available in the evaluation and reward of professional service and concludes by turning or returning to a number of questions and concerns that we believe should be part of the continuing profession-wide conversation to which our report hopes to contribute.

Section 1. Changing the Terms of the Conversation

I. Reconsidering the Current Model of Faculty Work

Commission members recognized at the outset of our deliberations that the traditional representation of academic work as research, teaching, or service does not simply differentiate faculty activities in a neutral or objective way but also implicitly ranks them in order of esteem. This hierarchy both reflects and powerfully reinforces the ideal of research as the highest function of the academy. Institutional and professional practices in higher education are systemic, pervasive expressions of the research ideal. Rewards from the institution or profession like status, rank, job security, collegial influence, choice of assignments, sabbaticals, material support, salary, and job mobility, which enable and enhance intrinsic rewards like intellectual satisfaction, are the prime mechanism by which that ideal is communicated and perpetuated.

This is not to say that other values and ideals are absent from American education, which accommodates a great range of educational purposes through the diversity of its institutions. The remarkable success of the research university did not displace earlier visions of higher education entirely but grafted the new ideal onto older ones, preserving but subsuming other goals to the search for knowledge by treating them as derivative or secondary (the "transmission" or "application" of knowledge discovered by research). This model governs, or correlates with, such defining features of professional life as the preparation of graduate students, promotion and tenure policies, the mobility of faculty members, and the organization of disciplines—features that transcend local values and reward systems.

Critiques of this hierarchy of faculty work (and the practices that support it) have provided a symbolic and practical focus for recent discussions of the priorities of higher education. Early reform efforts addressed the problem of values largely through the metaphor of balance, specifically calling for "rebalancing"

the relations between research and teaching. This move was intended to rededicate the faculty to teaching and the academy to student learning without seriously weakening the commitment to research. Many academics whose working lives were already devoted to teaching hoped to revise or "correct" the normative model to conform more closely to their actual responsibilities. The strategy of rebalancing therefore entailed efforts to improve teaching, assess it seriously, and give it more weight in promotion and tenure decisions, with implications for redistributing faculty loads and reallocating institutional resources as well. In universities with professional schools, external or public service (called applied work or outreach) was soon added to the rebalancing equations because clinical work or professional practice is central to the intellectual definition of those fields.

As educators discovered, though, rebalancing is a fundamentally flawed gesture toward reform because it does not challenge the basic organization and underlying premises of the model. Without a dramatic shift in perspective, it seems impossible to get away from the power and apparent inevitability of the model's assumptions and connotations, which have become so naturalized as to be invisible. In trying to discern the givens and challenge the underlying assumptions of the current model, commission members used a metaphor that became a major theme in our discussions: the need to make visible and therefore reconsider the value of what has been tacit or disregarded. From one perspective invisibility refers to the degree to which meanings and attitudes have become historically embedded and implicit in our descriptions or models of faculty work. We also spoke of the difficulty in appreciating the diversity and range of actual faculty work, much of which is either erased by categories that exclude it or trivialized as unworthy of close attention. This observation applies most strikingly to activities perceived as service.

Currently "service" is an unwieldy, confused category, encompassing almost any faculty work that falls outside research and scholarship or teaching. Such work divides roughly, in faculty perceptions, into external (societal) and internal (institutional) service. In the fields of language and literature, external service occurs largely outside the bounds of the system and is treated as an add-on, with some slight capacity to enhance the standing of a faculty member engaging in such work at prestigious sites. In contrast, some minimal level of institutional service (generally, committee work) is universally expected as a collegial (not an intellectual) contribution. Yet such service is perceived as sheer labor, at worst despised as thankless scut work. Young professors are told to minimize commitments to service as a waste of time, even a negative mark in their records. At a greater level of faculty investment, service becomes even more problematic in the reward system. For example, there is no place in the conventional system for recognizing and rewarding faculty members who serve

with distinction as program directors or department chairs or who make major contributions to a community literacy or humanities project. The academy does not discriminate significantly among those who perform service tasks perfunctorily or poorly, those who carry them out conscientiously, and those who invest intellectual energy in some forms of service as conceptual projects connected to their scholarship and teaching.

In attempting to shed light on these characterizations and assessments of service, the commission members examined the issue of academic values. Putting this point in terms of what is visible and what is hidden, we observed that the present model of faculty work conceals and thereby protects from criticism a set of tacit equations between the type of work done (named teaching, research, or service) and the specific character and values attributed to that work (which are unnamed but assumed). Classification predetermines the benefits and values the work is allowed to claim, so that to name an activity "service" rules out a priori the possibility that it has substantive idea content and significance. Indeed, deciding that something a faculty member has done counts as research, teaching, or service (and therefore is worth more or less) is itself problematic, seeming to be less intrinsic to the qualities of the work than determined by the institutional site where it happens: the campus classroom, popular lecture hall, scholarly convention, departmental committee, Internet discussion list, refereed journal, community board, and so on. The same work carried out or presented in different settings (which are associated with typically different audiences, media, purpose, criteria for access, and so on) is rated differently, on the basis of, primarily, its identification with a faculty role (research, teaching, or service) and, secondarily, the prestige of the site. The mere designation of work as one or another of these roles carries with it a heavy weight of tacit assumptions and value judgments. Probably the most consequential of these is the equation that makes publication (in certain venues) synonymous with scholarship and makes research a metonym for intellectual work.

Given our key metaphor of making visible, it is not surprising that members of the commission found models and diagrams useful for gaining insight and conceiving alternatives (see fig. 1). We used a matrix to reexamine with a fresh and critical eye the adequacy of the categories themselves as descriptions and differentiations of what faculty members do. The matrix, or grid, is a visual equivalent for the position we arrived at in our discussions: it expresses no prejudgments about how academic values correlate with the conventional divisions of faculty work. It takes instead an inquiring stance.

The following discussion explores the proposed matrix and its terms as tools for rethinking received wisdom about faculty work in the fields of language and literature, with emphasis on providing a richer and more judicious account of the varied forms of work typically classified as service.[1]

II. Mapping Academic Values onto Sites of Faculty Work: A New Model

As a visual aid in reconceptualizing faculty work, a matrix has the advantage that it operates as a heuristic by generating questions to be posed about particular examples. The matrix turns the representation of faculty work into an inquiry, requiring that we approach examples with an open mind about their nature and value and the interrelations among different activities. It provides not only a way of "reading" instances of faculty work in terms of a common descriptive system but also the possibility of arguing alternative ways of interpreting and valuing them. The model is open in another sense, as well. Though commission members propose and define terms for the grid, we do so provisionally and with the expectation that these terms and their definitions will be debated, translated, and adapted to fit the missions and nomenclatures of different fields of study and of different institutions. It is a model, not a prescription. Our report presents hypotheses for discussion, not definitive conceptions or language. Here are a few principles that guided our choices and compromises.

The most fundamental decision was to map values (rows) against sites (columns). We use the term *values* to indicate that a particular dimension (or attribute) of faculty work, when named as significant, expresses a quality that can be evaluated. Compare, in ice-skating, athleticism and artistry as dimensions on which a performance or individual skater can be rated. One can ask, To what extent does this performance feature or display artistry? athleticism? How are these valued dimensions of skating balanced and integrated? And what is the quality of excellence in each?

At first glance, *sites* is a more surprising and counterintuitive term for "faculty roles." Although this coordinate of the model is open to alternative specifications, the commission decided to retain in this document the conventional division of faculty work into teaching, research and scholarship, and professional service. We chose to work with these terms for the sake of continuity and maximum usefulness, in part because classification in these categories still exerts such an enormous influence on the way faculty work is perceived and valued. But, while conserving the traditional terms, the commission members wanted to redefine them boldly.

As we conceive them, these traditional divisions are not true logical typologies of faculty work or distinct roles people play. Because physical or metaphoric location of the work or its dissemination (classroom, committee meeting, Internet, journal publication) seems a particularly powerful key to the prototype (influencing our expectations), *site* is a convenient and usefully provocative shorthand or metonym for the cluster of associated features that define the prototype. This metonymy uses location, physical and metaphoric, to stand for the clustering of expectations that defines a faculty role because it often provides a key to how an instance or product of faculty activity will be as-

signed to a category: for example, whether it is off or on campus, published in a popular magazine or in conference proceedings. The assignment and the metonymy work reasonably well because they signal the typified combination of place, situation, language, participants, instrumentalities, and purpose that governs our expectations and classification practices.

Moreover, the way we understand and use any such categories is more important than their specific labels or content. In practical applications—for example, evaluating faculty performance—these categories are too often treated as natural or inherent in tasks and products themselves. Our model, in contrast, shows that the categories of faculty role (teaching, research, service) are constructed in relation to the objects, activities, products, and faculty lives they interpret. The model presents these distinctions as social conventions that need to be applied with great flexibility and with careful attention to the overlaps, ambiguities, and connections of work in and among different sites.

A. Characterizing the Value of Faculty Work

In figure 1 the vertical axis of the matrix is labeled "values," shorthand for the general character, functions, or attributes in faculty work that express central values of the academy and its constituencies and that permit collective expert judgments of quality. Because any particular example of faculty work can be

FIGURE 1
MATRIX MODEL (GRID) OF FACULTY WORK
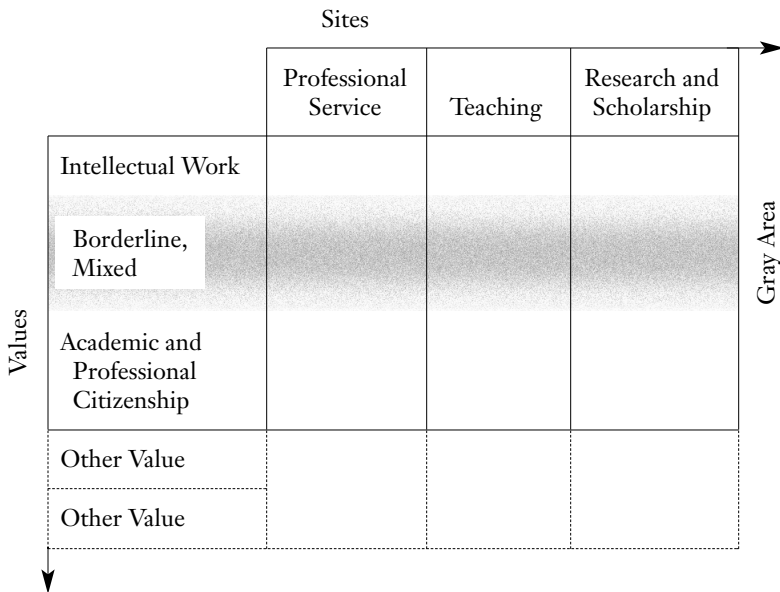
mixed in its character, we sometimes call these categories "dimensions" of faculty performance.

The commission initially identified for the grid two such types of contribution, or values: intellectual work and academic and professional citizenship. We chose these because they are broadly accepted as fundamental to the academy. We assume that there are other candidates for common or universal academic values, and certainly there are others that are crucial to the missions of particular disciplines or institutions. (Some of these other possibilities are explored in section 3, p. 44.) In addition, evaluation and reward must, as they become more sophisticated, take into account values that are specific to one or another site, like teaching, or its particular activities.

The two values named in the matrix stand in a special relation of complementarity. Intellectual work contributing to the development and use of knowledge is primary in the academic value system: it is the defining character of faculty work in an institution of higher learning and a prerequisite for its highest rewards. But there are many faculty tasks and responsibilities that do not constitute or demand substantive intellectual contributions by the individual faculty member, yet they are useful, even essential, and they require the application of professionally based skills and cultivated knowledge as well as time and effort. Academic and professional citizenship is a faculty obligation to carry out such work in the different sites of the academy in order to create, maintain, and improve the infrastructure that maintains the academy as a societal institution. These often invisible contributions to the academic community by its citizens demand respect and a more informed appreciation.

We use the terms *intellectual work* and *academic and professional citizenship*, then, to distinguish and so clarify an important range of values. But two comments are perhaps in order. First, *intellectual work*, especially if considered separate from the illustrations we offer and the specifications of meaning we try to develop, can all too easily lend itself to evaluative judgments that make vague, rather than more exact and exacting, the perception and interpretation of the highest activities faculty members undertake. For that reason, we take pains to locate its precise meaning in examples and case studies. Second, we should also note the ambiguities of *citizenship*. One significant meaning of the term would stress the relation between faculty work and the most important intellectual contributions to the social good that individual academics and academic communities make. In this sense of the term, *academic citizenship* could refer to all aspects of professional lives, expressing a crucial and comprehensive social function of the work faculty members do, and so would include all faculty work, including intellectual work, in the areas of teaching, scholarship, and service. As the following discussion makes clear, we fully endorse this conception of the social consequences of the work faculty members do. But we have chosen to use the term *citizenship* in a more restricted way, to recognize the everyday, often

underappreciated professional and collegial responsibilities and activities—the faculty contributions that are crucial to intellectual work as we define it but, for our particular purposes, usefully distinguishable from that work.

These faculty functions may coincide in one activity, or cluster of activities, in different proportions. Indeed, often the difference is not in the task but in the individual's choice: it is possible to carry out a particular activity (editing, for example, or chairing a department) at different levels of intellectual investment, so that for one faculty member it becomes incorporated into his or her ongoing intellectual work while for another it is a relatively routine and discrete professional obligation. Reading up the grid from the work of academic and professional citizenship to predominantly intellectual work, one moves from professionally useful activities with a low requirement or opportunity for intellectual effort, through a gray area where the ratio of intellectual work to citizenship activities varies, into strongly ideational work that meets other criteria for significant, fertile intellectual work.

These two kinds of contributions (as well as many other values) play out across the various sites and occasions of faculty work, placed on the horizontal axis of the grid.

1. Intellectual work

Faculty responsibilities for teaching, research and scholarship, and professional service all reflect the historic commitment of American colleges and universities to enrich human knowledge and to make it widely available for personal and social use. The conception of knowledge as a cumulative societal resource, however, has undergone a subtle shift late in the twentieth century to emphasize not simply the value of knowledge produced but also the dynamic spirit of inquiry and processes of higher learning as common elements of academic practices and goals. Faculty members, higher education professionals, and students all participate in the processes of inquiry, discovery, invention, critical examination, enactment, and rhetorical communication by which knowledge is continually created, revised, disseminated, and integrated to enlarge human understanding and improve society.

Intellectual work, as defined here, refers to the various ways faculty members can contribute individually and jointly to the collective projects and enterprises of knowledge and learning undertaken to implement broad academic missions. Ways of engaging in such intellectual enterprises include, for example,

- creating new questions, problems, information, interpretations, designs, products, frameworks of understanding, and so on through inquiry (e.g., empirical, textual, historical, theoretical, technological, artistic, practical);
- clarifying, critically examining, weighing, and revising the knowledge claims, beliefs, or understanding of others and oneself;

- connecting knowledge to other knowledge;
- preserving, restoring, and reinterpreting past knowledge;
- applying aesthetic, political, and ethical values to make judgments about knowledge and its uses;
- arguing knowledge claims in order to invite criticism and revision;
- making specialized knowledge broadly accessible and usable, for example, to young learners, to nonspecialists in other disciplines, to the public;
- helping new generations to become active knowers themselves, preparing them for lifelong learning and discovery;
- applying knowledge to practical problems in significant or innovative ways;
- creating insight and communicating forms of experience through artistic works or performance.

For the purposes of faculty rewards, significant intellectual work should be recognizably an outgrowth of faculty members' professional expertise, rather than simply of their general knowledge and skills as educated, intelligent people, and should contribute in some way to the knowledge-related enterprises in which the faculty member is engaged *as* a faculty member. Intellectual work as understood in the academic setting is not simply any intelligent behavior or activities and accomplishments that demonstrate a certain degree of professional skill and knowledge. Even the application of disciplinary knowledge (as, for example, when a department chair leads a search or manages a curriculum initiative) does not itself define work as a substantive intellectual project. Intellectual work, in the academic context, must explicitly invoke ideas and explore their consequences, either in the world of concepts or in the world of action or both. One meaning of the requirement that intellectual work in the academy have a public dimension is that it be made explicitly available for assessment, evaluation, and modification by a critically informed group of peers as well as by those benefited or served by the work.

In fact, a crucial expectation of intellectual work in the academy is that it should point beyond itself and its immediate context in its meanings and benefits. We expect faculty members to situate their activity and its results within a collective intellectual enterprise of higher education and to make their work relevant and responsibile to the goals and standards of that community. That enterprise need not be accumulation of research knowledge, nor must the domain of responsibility and effectivity, along with the audience and judges, be defined only in disciplinary terms. The relevant referent could be the learning of students, the work world, a teaching community and its strategies, the audience affected aesthetically by a creative work, or a social problem and the effects of analysis or invervention.

Defining faculty activities as intellectual does not determine their quality. The work is simply presented as a function of ideas, their mode of production

or application, and their consequences in the context of public, critical examination. Members of the relevant community have a responsibility both to evaluate intellectual work and to invite evaluation in these terms.

Intellectual work in a postsecondary setting may excel in various ways. Although not an exhaustive list, the following may distinguish respected intellectual work in any category of faculty effort: skill, care, rigor, and intellectual honesty; a heuristic passion for knowledge; originality; relevance and aptness; coherence, consistency, and development within a body of work; diversity and versatility of contribution; thorough knowledge and constructive use of important work by others; the habit of self-critical examination and openness to criticism and revision; sustained productivity over time; high impact and value to a local academic community like the department; relevance and significance to societal issues and problems; effective communication and dissemination. The potential for making substantive contributions that qualify as excellent intellectual work exists in all the arenas of faculty activity; intellectual work is not restricted to research and scholarship.

The commission believes that, in defining and judging the work of faculty members, institutions and professional organizations should recognize a wide range of possible achievements and audiences of intellectual work, which range from the esoteric, specialized, or local to the occasional breadth of a "public intellectual." Institutions should note particularly a distinction between the way intellectual work disseminates in scholarship and in teaching. Whereas scholarship reaches a specialized public outside the college or university immediately and directly, the impact of achievement in teaching and curricular work is indirect and more gradual. The products of teaching are a curriculum or successful program or institutional project, on the one hand, and, on the other, students, their work, and their intellectual development. This kind of intellectual work may be harder to observe, demonstrate, or evaluate, and its time frame for fruition may be far longer than that of scholarship or some forms of professional service. It is nevertheless valuable to the college or university and to society. The profession should work to establish the structures and processes for evaluating and rewarding such long-term investments and accomplishments.

2. *Academic and professional citizenship*

As we mapped the second value of our matrix, academic and professional citizenship, onto sites of faculty work, we changed (as noted above) the meaning of *research*, *teaching*, and *service*. They are now "sites" of faculty work, not a priori indicators of value; they serve to clarify the relation between specific faculty work and institutional and disciplinary needs (thereby assisting the development of appropriate reward schemes). Just as research in the model is no longer the exclusive site of intellectual work, so is service no longer the exclusive site of

academic and professional citizenship. It can also entail substantive intellectual labor. Service is just one of the sites where intellectual work and academic and professional citizenship can be located.

The explicitly or purely intellectual element of faculty work is, more than we admit, surrounded by a penumbra of professional tasks that are quietly vital to sustaining intellectual work and the academy itself. This type of work or component in academic tasks and activities, for which we have no convenient separate term, is like intellectual work in being grounded in professional expertise and in being directed toward the health and maintenance of academic communities and institutions. The worthiness and necessity of such work led us to identify doing it with academic and professional *citizenship*. Just as intellectual work is not simply any work requiring intelligence and knowledge, worthy professional work done as an academic or professional citizen is not just any minor task done for academic purposes.

Like intellectual work, the professional work of citizenship can be found in any category or site of faculty effort. One purpose of the matrix is to make more visible this dimension of citizenship in research and scholarship and in teaching, where it has been largely ignored. The model requires us to approach each instance of any activity with an open mind, asking what ratio of intellectual work to citizenship it has required or elicited or how a faculty member has chosen to reconfigure that ratio from what is typically expected. Likely opportunities for citizenship in each site might include

Research and scholarship: participating in promotion and tenure reviews, reviewing manuscripts, working on committees in professional organizations, serving on task forces and commissions in one's field or interdisciplinary areas, editing, mentoring junior colleagues, serving as departmental advisor on library acquisitions, collecting and distributing information through electronic forums;

Teaching: recruiting, working on institutional retention programs, advising general lower-division or major students, participating in summer orientation programs for incoming students, performing routine committee work on curricular and general education issues, acting as occasional consultant to other faculty members or administrators in an area of teaching expertise, advising field-specific student organizations or projects;

Service: working on committees for one's institution or professional organizations; doing development work (raising institutional funds) as a faculty member; representing the institution or field on external task forces, boards, commissions; being interviewed as a professional on subjects of public interest; advising

campus organizations and clubs; participating in the faculty role in educational policy debates on and off campus (e.g., free speech vs. speech codes); participating in parents' or alumni events; serving in the senate or on faculty councils.

Many of what used to be called service functions have been treated here as substrates of professional tasks (citizenship) in each area of faculty life, while service itself has been sharply redefined (see below) as a genre of work seen in terms of its purpose and audience, which can range in principle from citizenship to work that is primarily intellectual. We stress again that the degree of intellectual work is not in some predictable way intrinsic to the task or activity but is a function of both circumstance and choice. As time and effort increase, or as responsibility for decision making increases, the opportunity or necessity for intellectual investment increases. We have shown this in the grid as an ambiguous gray area in which many activities, including the examples listed above, might fall, with variable investments in generative intellectual work.

There is an important difference in the kind of credit and, therefore, reward that accrues to work done primarily as citizenship. We expect the citizen to be responsible and dedicated; we regard faculty members as having obligations in this regard that they meet more or less thoroughly, collegially, productively, and skillfully. The following may distinguish respected academic and professional citizenship in any category of faculty effort: care and commitment, honesty, punctuality and reliability; knowledge of the institution and of professional organizations; interpersonal skills; thoroughness and perseverance; availability; willingness to inform oneself about educational policy and practices and to keep abreast of changes; organizational skills.

This kind of professional contribution is expected as a sine qua non of faculty citizenship, necessary but not sufficient for professional achievement and the most significant academic rewards (rank, tenure, professional status, salary, the admiration of peers, the personal sense of accomplishment). In this sense the relation between knowledge accessed and the communities and enterprises to which professional citizenship is directed is more predictable and less transformative than in the case of intellectual work. Just as the evaluative measures and credit awarded for each are different, so must be the types of rewards available.

By asking us to map values against sites, the new model compels us to seek out and name the true intellectual work in service and teaching and to evaluate its distinction for purposes of the highest academic rewards—equivalent to those for intellectual work in research and scholarship. It also requires us to appreciate and evaluate the component of citizenship in teaching and research, often far larger than we realize, and to treat it consistently with the same kinds of contribution in service roles. Across categories, citizenship deserves more

honor, more broadly shared faculty commitment, and appropriate rewards for its vital role in sustaining the academy as a communal enterprise.

B. Redefining Faculty Roles and Exploring the Sites of Faculty Work

The model proposed here treats the traditional sites of research, teaching, and service as useful heuristics, as long as we understand them to be conventional distinctions built around familiar, sometimes outdated prototypes. Such classifications have important ethical and political dimensions and material consequences. The process of trying to refine and broaden concepts of teaching, research and scholarship, and service and to describe and situate actual examples of faculty work in these categories was highly instructive in itself. It exemplifies the kind of work we need to do as a profession to account for recent changes in faculty work, to reveal and question prevailing values, and to test emerging premises and recommendations. Intellectual work, citizenship, and other values can be examined and evaluated regardless of site. These values should be made explicit, subjected to debate, and weighed against one another in applying them to cases, so long as one recognizes that classification in one category or another is somewhat arbitrary, since it depends on local custom and nomenclature, and that personal and collective intellectual projects often manifest themselves in several sites or are integrated across them.

At present, identification of work as service instead of teaching, or teaching instead of research and scholarship, carries a powerful charge of attributed positive or negative value, with enormous consequence for academic success, recognition, and reward. Our definitions are designed to change, or at least severely question, those assumptions. We affirm, as a major conclusion of this report, that the quality, significance, and impact of work on knowledge enterprises or in support of institutions are more important than its label as teaching, service, or research and scholarship. If intellectual work is valued wherever it is done and if other values are commensurately appreciated and rewarded wherever they appear, the classification of a particular activity or accomplishment as teaching, service, research and scholarship, or more than one of these will become increasingly less crucial and perhaps even irrelevant for individual faculty reward. These categories are more likely, however, to retain their significance for distinguishing, prioritizing, and balancing departmental, disciplinary, and institutional missions and negotiating faculty members' differential commitments to them according to individual talents, departmental or institutional need, career stage, and so on.

Although the categories have no set order in our new model (left to right in the matrix [fig. 1]), we begin with research and scholarship as the best-understood category and move to professional service, the category most in need of more discriminating attention and better definition.

1. *Research and scholarship*

We define research and scholarship here as a site for intellectual and professional work that is produced and legitimated in accordance with the standards of one or more disciplinary and professional communities that are cosmopolitan rather than local or institution-bound.[2] It is thus typically a virtual, transinstitutional site as well as a material one and, as locale, unpredictable compared with the classic classroom or committee or off-campus places of other missions. It is made public, that is, published or disseminated, typically in written (or now, electronic) form in some kind of linguistic record that makes information and argument available to that primary, peer audience for criticism, evaluation, and use. Scholarship as formal inquiry claims a place within a framework of current knowledge making and has its own traditions and standards of inquiry.

Scholarship can be exemplified in the following modes and forms, among others:

- products of original research: monographs, articles, chapters in books, review articles, edited volumes introducing new topics or ideas;
- creative professional work that is directly relevant to the faculty member's professional expertise: for example, literature, computer software;
- published work gathering, integrating, translating, and disseminating the original work of others, enriching it through interpretive, preservative, recuperative, or critical functions: for example, editing of journals and journal issues, research volumes, concordances, or editions of a historical work; book reviews, textbooks, and bibliographical essays; translations of works by others;
- external documents with scholarly content: for example, grant proposals, consulting reports;
- other forms of scholarly communication: conferences, workshops, literacy projects, participation in electronic lists.

Notice that we define scholarship here primarily by its interactive relation to a dynamic scholarly enterprise and participation in its community. Scholarship must be made public and open to peer criticism, but it need not be published or disseminated in traditional forums.

2. *Teaching*

Teaching can be broadly interpreted in the context of faculty roles as a contribution to the educational knowledge mission that originates in an institution of higher learning (but does not necessarily take place there) and serves whoever it defines as students. That is to say, institutions generally regard as "teaching"

only those educational services (promoting and facilitating learning) that they directly sponsor and authorize for their own designated "student" populations. Much other faculty work that meets commonsense definitions of teaching (e.g., lecturing, running workshops, tutoring or mentoring learners) is treated by default as professional service because it is not budgeted and accounted for administratively as instruction or is addressed to learners not treated by the institution as its "students."

In listing possible instantiations of the intellectual work of teaching, we should point out that, just like service (and even research), teaching can legitimately be practiced at higher or lower levels of intellectual investment. Because teaching can be competently executed and acceptable without necessarily becoming for that teacher a substantive intellectual project, teaching that is truly inquiry-based and has other significant features of fresh, new intellectual work must be distinguished and rewarded. In addition to the more common areas of pedagogy (classroom effectiveness, developing curricula and assignments, etc.), the opportunities for serious intellectual work in teaching might include studying and monitoring the learning of one's students, translating scholarly knowledge into modes meaningful and accessible to learners at different stages, designing new forms of assessment, adapting pedagogical modes to different or "nontraditional" learners, and participating in interdisciplinary teaching projects requiring new learning.

Although commonly treated as an autonomous personal performance, the work of teaching is best seen in a broader way, as the equivalent of a team effort. Individual teaching activities are ideally embedded in the project of developing and sustaining a teaching community, in part through extensive oral, written, and electronic exchanges and documents. This community is a counterpart to the research community that is created through journals, correspondence, conventions, and professional organizations, and it can serve a similar function in peer review of teaching. To varying degrees in different fields and subfields of language and literature, local teaching communities have been extended regionally and nationally to share and test teaching knowledge and practices in ways that parallel those of the national research community and to facilitate interaction between the two communities. Creating and sustaining such a teaching network and such interactions are important forms of professional work that should be rewarded. The profession should encourage and facilitate the formation and spread of such teaching communities and it should encourage institutions to provide support and recognition of teaching as more than individual classroom performance.

Recognition and reward for teaching, not to mention efforts to prepare future professors and improve teaching performance, have been severely hampered in the academy at large by a restricted conception of teaching, which focuses heavily on classroom events and other direct student contacts along with only

the most immediate tasks of preparing for or supplementing these events (e.g., writing a syllabus, grading). This conception needs to be expanded by taking into account activities that enrich student learning or enable better teaching, ranging from nontraditional teaching modes (outside classrooms or credit-bearing classes) to teachers' professional development as teachers and their activities in forming and sustaining teaching communities.

Sample activities under the heading of teaching include

- running a writing center or language lab;
- preparing for or improving one's teaching, by designing courses, reading material in one's field, participating in teaching groups, or attending teaching workshops and conferences;
- coteaching with others;
- conducting classroom research projects;
- advising majors or other students on matters significantly related to one's own academic expertise;
- arranging and supervising internships;
- serving on graduate examination and thesis, dossier, or dissertation committees;
- mentoring other teachers;
- developing courses and curriculum sequences;
- administering a multisection course or teaching program;
- developing multimedia software or teaching strategies for lab-based language instruction;
- designing and implementing the professional development of teaching assistants and professional instructors;
- offering faculty or student workshops in areas of one's professional expertise;
- participating in school-college partnerships to connect and improve learning across educational sectors.

Evaluation processes and criteria must account carefully for nontraditional teaching modes, including, for example, distance learning, teaching with computers, collaborative teaching, and involvement in interdisciplinary teaching ventures. Some forms of teaching by faculty members in these fields fall outside the traditional semester-long undergraduate or graduate course. Some teaching takes nontraditional forms such as tutoring, offering workshops or minicourses, or giving instruction in writing or language centers, activities for which participants may or may not earn credits. Providing professional development for others is a form of teaching, including offering workshops or individual consultations for faculty colleagues, their teaching assistants, or their students. This peer education can also be described under service as "internal outreach," and it often exemplifies administration or leadership—of a language or writing

program, curricular diversity initiative, or the like. As with other ambiguous or integrated activities, it is often severely underestimated in its intellectual dimension and as a teaching effort.

As we attempt to redefine teaching as a site of faculty work, we need to keep in mind that it does not matter where an activity appears across the diagram. What matters for assessing and rewarding faculty work is whether it is viewed as intellectual work or professional citizenship on the vertical dimension.

3. *Professional service*

Service has functioned in the past as a kind of grab bag for all professional work that was not clearly classroom teaching, research, or scholarship. As a result, recent efforts to define it more precisely (as "professional service") have tended to select out one subset of these activities and have failed to account for all the clearly professional work previously lumped together under this rubric (see Elman and Smock; Lynton and Elman).[3] We were particularly dissatisfied with the failure of such conceptions to provide for the possibility of intellectual work in various forms of service to institutions, professional organizations, and higher education organizations. Yet it is hard to come up with a principled definition based on common features or family resemblances among all these activities and to avoid confusions with the concept of citizenship. Recently these difficulties have been exacerbated by changing expectations of faculty members: the introduction of qualitatively new faculty responsibilities, for example, those related to learning and using new technologies; and the increase in societal demands for applied knowledge and for a greater involvement of faculty members in public service as problem solvers, resources, and partners with other sectors of the society. To help clarify the concept of professional service, we distinguish between applied work (usually within contexts of professional, not institutional, missions) and institutional or organizational service.

a. *Applied work*

In some respects applied work involves or incorporates activities very similar to those called, in other contexts, teaching and research or scholarship, but in a different, typically external site where academic knowledge is made available for, and intersects with, practical affairs and problem solving. The beneficiaries might be government, industry, law or medicine, other educational sectors, business, the arts, and charities, among others, as well as, reflexively, academic knowledge itself. (Applied work is not a simple translation or transmission of academic knowledge to nonacademic users, any more than teaching is to students.) Other activities of applied work are more distinctive to external public contexts.

Examples of applied work in the fields encompassed by the MLA might include

- serving on a local, regional, or national humanities council;
- helping a local school system to revamp its curriculum or pedagogy in a language or literature field;
- working on a project to establish new standards for learning at different levels of education in a language or literature field;
- establishing or working on a community literacy project;
- acting as a technical consultant in communications for business, law, or other professions;
- working as a board member for a local (non-university- or college-affiliated) arts magazine;
- writing scripts for public television;
- consulting on expert testimony for Congress;
- testifying in court as an expert on academic issues like language varieties, second-language learning, or multicultural curricula.

A misleading and elitist presumption in many articulations of applied work is sometimes expressed by such terms as *technology transfer*, *dissemination*, and *application of knowledge*. The term *applied research* suggests more accurately that applied work in service, like teaching (also an applied or practical art), is not a mechanical or even an inventive transmission or application of specialized knowledge *by* faculty members *to* uninformed groups or publics. Rather, applied work involves the intersection of academic knowledge enterprises with practical activity that itself has creative and critical elements. Practical activity not only tests and refines academic ideas and predictions but also produces its own knowledge and skills—that is, it can itself be or incorporate intellectual enterprises. In *application*, rightly understood, the two interpret, stimulate, modify, and critique each other, and academics are partners with practitioners or with other beneficiaries of a joint knowledge enterprise. Together, they make knowledge usable, and they inform the ongoing teaching and research enterprises of higher education in the process.

The concept of applied work can be particularly confusing when the expertise developed or used for social benefit is knowledge about teaching and learning as an aspect of the intellectual work of one's field. Here, research, teaching, and service merge. This is true, for example, in the teaching of literature, writing, and languages when outreach activities involve demonstrating, training, and applying knowledge about educational practice in such external contexts as the public schools or for colleagues in other fields at one's institution.

b. Institutional and organizational service

Institutional and organizational service encompasses activities that dynamically create and sustain institutions and enable them to pursue global academic goals. Through such service, faculty members directly maintain and advance the functioning of departments, divisions, colleges, universities, and disciplinary and professional organizations that undergird all other forms of faculty work.

Within institutional and organizational service, we distinguish *governance* from other kinds of tasks in support of an institution's or organization's health and growth. Governance refers to participation in the decision-making roles of the institution or professional organization. Governance roles of particular salience and centrality in faculty life include chairing a department, serving in an active faculty senate, or directing a major program. The "other tasks" necessary for order, daily work, sustenance, and the advancement of institutions and organizations have grown most rapidly, often through the return of responsibility for what used to be administrators' tasks to faculty members. We consider these varied activities simply institutional "support." Examples gathered by the commission include

- recruiting students;
- participating in institutional development (fund-raising);
- negotiating in collective bargaining sessions;
- arranging for training or action on legal matters;
- serving on committees of a senate or faculty council;
- organizing events and conferences;
- performing special service on the basis of racial, gender, ethnic, cultural, linguistic, or sexual difference.

Many of these tasks have insufficient conceptual demands to qualify as intellectual work, although they may be labor- and time-intensive. Others (e.g., labor negotiations) may require the acquisition and exercise of technical and conceptual knowledge that falls outside the faculty member's academic role, no matter how broadly defined. As in every other site, however, they can present some significant opportunities for academic intellectual work, typically when faculty members take on leadership roles and especially in times of change or in service of educational reform. For example, a faculty member who takes on a leadership role in strategic planning for the future of an institution may undertake a major initiative that creates, interprets, researches, integrates, and communicates knowledge: indirectly for the sake of student learners, a discipline, or the community but directly for the institution's own health and development.

One special consideration in defining and evaluating service in the fields of language and literature involves minority as well as women faculty members on some campuses who have borne a special burden in service as result of administration and faculty initiatives to implement agendas in multiculturalism, diversity, affirmative action, and other such efforts. In addition, minority and women faculty members have proactively pursued their own agendas for change, often in leadership capacities. These efforts have usually proved to be thankless in the context of consideration for promotion and tenure and other rewards. The commission believes these problems need to be addressed throughout the reward system. Such work can be valued in either dimension or both as citizenship and as intellectual work, if appropriately analyzed and documented. At present there is an ethically unacceptable gap between stated or implicit expectations and actual rewards.

In reviewing these rather distinct roles and activities in the area of professional service, the common element, it appears to us, is the relation they forge between knowledge, learning, and practical action with real-world consequences. Professional service is distinguished from other sites of faculty work in that it is integrally active or related to practical action; if intellectual work, it has to do with ideas in action—problem definition and problem solving, interpretations of theory in practice and production (and vice versa), invention or design of activities, leadership or major responsibility for enactment of ideas, administration involving responsibilities for the actions and welfare of other people. As practical action, these activities invariably have social meaning and implications and raise often complex ethical and political questions. For the faculty member who is engaged in organizational or institutional service, it is the institution or organization, situated in relation to multiple and complex, interacting social systems, that constitutes a practical context, no less real and worldly than the business, government, or community groups benefited by applied work in outreach enterprises. For certain fields (e.g., composition and rhetoric, applied linguistics) whose scholarship is itself permeated with action or defined in relation to practical and productive knowledge, it is hard to separate the service and scholarly missions in practice. Rather, one can distinguish the service mission from the scholarly one within the same, integrated intellectual enterprise (e.g., a project in the public schools)—sometimes also including an extended teaching mission as well.

In figure 2, we have mapped some sample faculty activities onto the grid as an example of how it might be used for description and interpretation. The mapping is simply illustrative, since it is impossible to map activities definitively in the abstract. Placement will vary individually, according to the intent and achievement of the unique example being described, and contextually, according to local nomenclature, institutional missions, and purpose in using the

grid. The grid itself is simply an idea that can be specified differently with respect to values or sites. The commission offers this model in the hopes that it will spark thoughtful debate and constructive change in the profession through a variety of possible uses, including experiments in applying it to faculty work as well as revision of its choices to fit specific institutions, disciplines and specialties in language and literature, and needs.
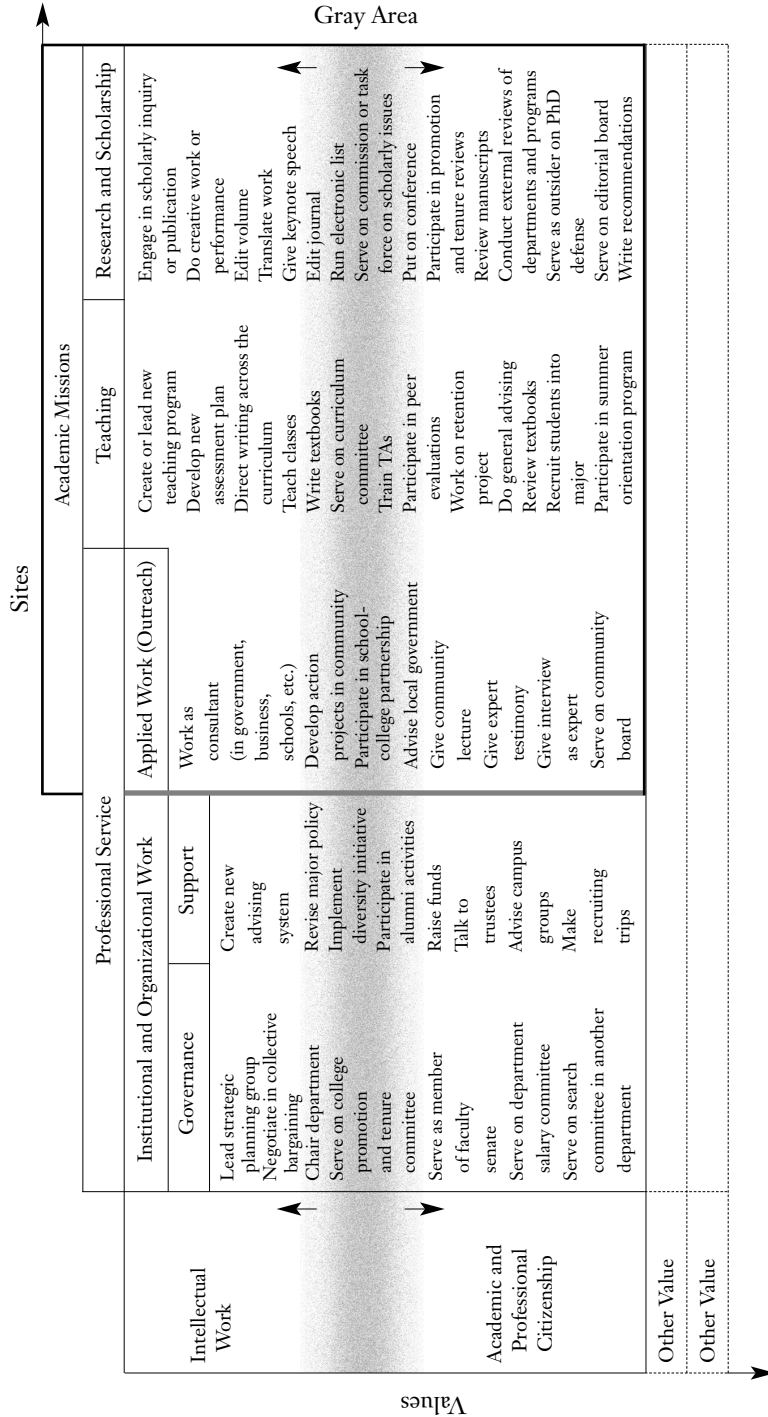
C. Negotiating Balance

We turn, finally, to reconsider the issue of balance from the different perspective created by the new model, which no longer simplifies it as a zero-sum game. As noted, early efforts to reform the roles and rewards system grew out of calls for "rebalancing" the time and value given to different faculty roles. As these efforts progressed, it became evident that great gulfs separated the rhetoric of promotion and tenure guidelines or faculty handbooks from the realities of faculty activities and responsibilities and institutional needs; that these realities were also changing rapidly; and that the value system was in need of urgent reform to correspond both to these circumstances and to the need for higher education to redraft its compact with society. All these factors urged institutions to strike new, more flexible and socially responsible balances in the work of faculty members and of departments.

The commission believes that faculty members must have a great deal of freedom to negotiate the ratios among different kinds of faculty work commitments at any given time and to change this balance from time to time in their career development. Such negotiations will involve mediating among goals and priorities that will be only partly convergent: those of the faculty member; those of the profession or discipline; the missions of departments, programs, and institutions; the demands of society; and the desires or needs of multiple constituents. In some cases, institutions are beginning to allocate faculty rewards to units rather than individuals, leaving the unit to create individualized profiles in faculty roles, along with commensurate rewards, among its members. We urge that such negotiations be as explicit as possible, starting in the hiring process and continuing throughout faculty members' careers, and that they guide not only administrators but also faculty peers and promotion and tenure committees. At the same time, faculty colleagues should have a voice in developing such understandings with all constituents as they affect departmental or programmatic missions in which they participate.

Less obviously, balances must be struck among the values we have identified (and others specific to situations and institutions), which have not up to now been explicit in schemes for analyzing and judging faculty work. While intellectual work is clearly for most academics the primary value in any role, academic professions are under increasing pressure from society to consider carefully

FIGURE 2
MAPPING FACULTY ACTIVITY ONTO THE GRID

Sites (horizontal axis) — **Values** (vertical axis) — **Gray Area**

| | Professional Service | | | Academic Missions | |
| | Institutional and Organizational Work | | Applied Work (Outreach) | Teaching | Research and Scholarship |
Values \ Sites	Governance	Support			
Intellectual Work Academic and Professional Citizenship	Lead strategic planning group Negotiate in collective bargaining Chair department Serve on college promotion and tenure committee Serve as member of faculty senate Serve on department salary committee Serve on search committee in another department	Create new advising system Revise major policy Implement diversity initiative Participate in alumni activities Raise funds Talk to trustees Advise campus groups Make recruiting trips	Work as consultant (in government, business, schools, etc.) Develop action projects in community Participate in school-college partnership Advise local government Give community lecture Give expert testimony Give interview as expert Serve on community board	Create or lead new teaching program Develop new assessment plan Direct writing across the curriculum Teach classes Write textbooks Serve on curriculum committee Train TAs Participate in peer evaluations Work on retention project Do general advising Review textbooks Recruit students into major Participate in summer orientation program	Engage in scholarly inquiry or publication Do creative work or performance Edit volume Translate work Give keynote speech Edit journal Run electronic list Serve on commission or task force on scholarly issues Put on conference Participate in promotion and tenure reviews Review manuscripts Conduct external reviews of departments and programs Serve as outsider on PhD defense Serve on editorial board Write recommendations
Other Value					
Other Value					

both the importance of other values (for example, the facilitation of student learning through direct contact and engagement or the direct benefit to society through local or regional involvement in solving problems) and the interaction among different values, as well as the beneficiaries of each. These kinds of ambiguous issues come up as we move beyond the critiques and defenses of the past system and find ourselves with a new, or newly visible, set of problems. We hope to draw out such questions in the fictionalized case studies in section 2 and to explore some of these questions more fully in section 3.

Section 2. Case Studies in the Perception, Interpretation, and Assessment of Faculty Work

The model developed in section 1 proposes to guide the complex process by which faculty work, in its multiple sites and dimensions, can be more clearly perceived, its meaning more carefully interpreted, and its effectiveness more justly assessed. The model's complexity is necessary, we believe, to provide the kind of clarity in perception, interpretation, and evaluation that is critical if we are to achieve a fair representation and analysis of faculty work.

Our commission was asked to focus on one aspect of faculty work—what is now called professional service—to help clarify what it is, how it relates to other work faculty members do, why it is valuable, and how it can be accurately represented and appropriately valued. To that end, we focus in this section on this arena of faculty responsibilities. And because our aim is to improve the representation and analysis of specific activities, we proceed somewhat inductively, looking at a number of cases that occasion reflection on central issues in our understanding and appraisal of professional service. In the course of these case studies, the following purposes guide our rethinking of the processes of defining faculty roles and establishing fair rewards.

1. We challenge the reductive understanding of the category of "service," as it is ordinarily understood, and the consignment of certain activities exclusively to that category. Instead, we highlight in these cases dimensions of intellectual engagement and professional contribution that legitimately fall into all three of the sites of faculty work discussed in the previous section: professional service (including both institutional service and applied work), research and scholarship, and teaching.

2. Across these three sites or domains, we distinguish dimensions of a faculty member's labor that range from intellectual engagement to the performance of the essential duties of good citizenship, thereby examining the variety of, and connections among, faculty activities and obligations.

3. Finally, we argue that the *quality* of all kinds of work—work involving both intellectual engagement and good citizenship demonstrated across the

sites—can be assessed more adequately within the categories we provide. The process of assessment becomes more complex and at the same time proceeds with greater clarity once we situate faculty work within this configuration. We have in mind a model that envisions assessment along axes of importance and execution: (A) the work's importance allows us to posit, according to widely accepted academic standards, that intellectual work would be given more credit than citizenship, even as both are respected; and (B) the work's execution entails rigorous assessment of the quality of each dimension.

The test of our model is its usefulness in the perception, interpretation, and assessment of individual cases. Our model should present a configuration of faculty responsibilities that enables more accurate perception and interpretation of faculty members' work and a more appropriate reward for it, in conjunction with basic principles of fairness and, of course, always in accord with the mission of a particular institution.

I. Perceiving and Interpreting Faculty Work

In our first example, we examine a hypothetical case of faculty work that has been customarily consigned to the category of service. Our analysis is meant partly to question that consignment and partly to offer a way of understanding this work that is at once less reductive, more accurate, and more just.

> Assistant Professor Eric LeBeau has taught in the English department at Eastern State University (ESU) for five years. He is about to be reviewed for tenure and promotion. Like other universities, ESU values excellence in teaching, scholarship, and service and expects individual faculty members to perform well in all three areas. LeBeau's teaching evaluations place him in the upper third of the faculty, his department and university service is at least at the level expected of an assistant professor, and his scholarly productivity (three articles, two reviews), while below average, is respectable. Ten years ago, on this evidence alone, he would probably have received tenure. But now, tenure is possible though not probable.
>
> In public statements about the mission of the university (though not in any official documents relating to tenure and promotion), senior ESU administrators frequently mention the importance of ESU's long-standing ties to the local and regional community. Partly in response to this sense of mission, LeBeau has created and administered an outreach program to local schools, working collaboratively with teachers in middle schools and high schools to develop writing-intensive curricula and courses. The project involves a seminar, facilitated by LeBeau and held alternately at ESU and one of the schools, designed to explore ways of improving the teaching of writing. Funded initially by an NEH Elementary and Secondary Education Grant, the program asks participants to read current theory in rhetoric and composition and discuss its applicability to their teaching. Several of LeBeau's colleagues from ESU have

attended the seminar to talk about new developments in their specialized fields as they relate to the practice and politics of teaching reading and writing. The project is based on the principle that teachers can rethink their practices only within an ongoing mentoring process that engages them in reflective teaching, regular discussions with their colleagues, and frequent writing about their work assembled in portfolios that are shared with other participants. Because it requires of participating teachers a complete rethinking of the models they use in conceptualizing both language and learning, the program runs throughout the year, includes a great deal of reading and writing, and finds LeBeau regularly visiting each of the teachers' classrooms and meeting with students and other teachers who are not directly involved in the project. He has also sponsored annual meetings of the principals of the participating schools, to familiarize them with the aims of the project and listen to their concerns. Pedagogy and curricula at local schools have changed as a result.

This case concerns a particular kind of work that would seem to be almost universally admired, although not all that commonly rewarded, across the range of higher education institutions. The case thus poses problems that confront both faculty members and administrators as they contemplate work that does not readily fit the prevailing model of faculty roles and rewards.

Because the model we propose will of course need to be adjusted to the missions of particular institutions, our discussion of the case is designed primarily to clarify the categories of analysis and the process of review we recommend. Our first observation about the case would be this: The mission statement of any college or university needs to be articulated in specific relation to the institution's system of faculty obligations and rewards, so that faculty work supporting that mission can be accurately perceived and adequately recognized. Such specification would be an important step in establishing rigorous standards that would encourage work of high quality. It would also serve to clarify in a comprehensive way the role of intellectuals and their work in the various undertakings of higher education.

A. Clarifying the Sites of Faculty Work

1. *Scholarly dimensions of the project*

In this particular case, what might seem to be simply "service" also falls within the category of scholarship and provides perhaps the best evidence of LeBeau's continuing commitment as a scholar. It supports his application for tenure even more powerfully than do his published articles alone, in part because of the integral connections between the publications and this work, as we argue below. With respect to its scholarly aspects, his work with local colleagues derives from, and through this practice contributes to, the professional conversation concerning the study and teaching of writing. The project itself, developed as a truly

collaborative program with teachers at local schools, reflects the best scholarship in rhetoric and composition and theories of professional development. More than that, LeBeau's work, in fostering cooperation among educators to analyze and develop curricula that make students' experiences coherent across their years of schooling, contributes to the field-wide effort to study and construct effective ways of bridging gaps between different educational levels. The project's involvement of a wide range of faculty members from ESU as well as the schools, working together in a collaborative examination of teaching, enables the production of new forms of knowledge about pedagogy that are sharable in the larger educational community and so contribute in important ways to the work of the discipline. The particular effort to consider how new developments in English studies have an impact on "the practice and politics of teaching reading and writing" offers the opportunity for a serious rethinking of the discipline in its differences and its possibilities for integration. Both the NEH grant proposal that shaped the program and the reports generated and new curricula developed and tested in the schools constitute a form of publication, subject to peer critique and revision and readily available for dissemination.

2. *Teaching dimensions of the project*

By representing the work of teaching in more comprehensive and refined ways, our model suggests how LeBeau's project can be understood as an aspect of his work as a teacher. His project, after all, is devoted to the design of curricula and courses. It engages both the participating teachers and LeBeau himself in reflective considerations of their students' learning. It requires of LeBeau the imaginative translation of scholarly knowledge to the different realms of schooling at the precollege level, including the possibility of shaping pedagogy to more diverse student populations with far more varied career interests than he usually finds at ESU. It is in important ways a project in mentoring teachers, involving presentations and workshops on new developments in pedagogy and the establishment and cultivation of what we have called a teaching network. It is thus a significant undertaking in the domain of teaching, and in addition to offering local educators very useful assistance, it challenges LeBeau to become more reflective not only about the larger professional issue of the teaching and learning of language and literature but also about the curriculum and pedagogy at ESU. Its manifold contributions to the teaching mission of his own university should not, therefore, be overlooked. Indeed, they are ignored only at some peril to the effectiveness of the education ESU can offer its undergraduates.

3. *Professional service dimensions of the project*

With a better grasp of LeBeau's work as scholarship and teaching, we can arrive at a more accurate understanding of the distinctive ways it counts as professional service. What emerges more clearly, now, is the kind of intellectual engagement

the administration of such a program requires. By achieving a sophisticated, "scholarly" conception of the program's aims and intended interventions and by creating and sustaining a community of teachers devoted to reflecting critically on pedagogy, LeBeau's "service" as program director constitutes a form of intellectual and academic leadership that has the potential not only to influence the participating institutions but also to shape the possibilities for similar collaboration, on a national level, in both school-college programs and other intersections between the university and the world outside.

B. Clarifying the Dimensions and Values of Faculty Work

In the usual methods of scrutinizing and assessing LeBeau's project, what are immediately visible and most likely to be noticed are his generous time on task, the personal and social "worthiness" of the undertaking, and his excellent rapport with the participants. These are, of course, important dimensions of his work, corresponding to values legitimately associated with "good citizenship" (efficient administration, congenial and collegial attitudes, etc.). We could add a long list of similar duties effectively handled by LeBeau on which the success of the project depends: for example, scheduling, recruiting, timely reporting, organizing meetings, managing the budget, and maintaining contact with school administrators and others integral to the program's operation and impact.

But the tendency to interpret the entire project in terms of these features misses the more significant dimension of the work itself. That is, our customary focus on the effective execution of its "citizenship" features blinds us to LeBeau's intellectual aspirations and achievements. These intellectual dimensions have been sketched above in our clarification of the sites of his work. In insisting on the need to discriminate between the more intellectual and the more routine aspects of the project, we aim both to clarify the range of activities and skills involved and to foreground those dimensions of truly intellectual work, across the domains of service, scholarship, and teaching, that make LeBeau's project one with work more usually revered and rewarded in the academy. The principle underlying this analysis is one we believe to be widely shared in higher education but not so widely or fairly realized in current mechanisms for recognizing and supporting the full range of faculty work.

The model we propose is intended, then, to destabilize the routinized ways faculty members are currently regarded and to offer, in place of this routine, an interpretive and evaluative framework that is in fact more in keeping with generally accepted principles and assumptions than current models are. LeBeau's work, we believe, merits the same considerations as the best work in any one of the sites, or across the sites, where faculty members do their jobs.

II. Assessing and Rewarding Faculty Work

What the model provides is a systematic way of identifying and analyzing the significant components of LeBeau's project so that the work itself can be evaluated in relation to established professional standards and to the mission of the institution. But clarifying the nature of the work involved in relation to other faculty work is only part of the process. The other part includes the development of rigorous measures and methods of assessment. LeBeau's project, one can argue, entails important intellectual work. But the question remains, Is it any good? Can its quality be documented and appropriately rewarded?

With respect to possible ways of documenting and refereeing professional service, LeBeau's case is quite suggestive. The NEH grant proposal for his project, which has already gone through a peer-review process, can be made available; along with the proposal, the project's mandated annual evaluation and the curricular materials developed by participants can be reviewed by tenured colleagues and even by anonymous outside evaluators. Several colleagues have attended his seminar, so they could assess it. ESU could invite a distinguished scholar-teacher at another university to come to campus to review and evaluate the project—on the model of departmental and program evaluations customarily required by the university. Participants have already evaluated the quality of LeBeau's work as a scholar, teacher, and colleague and might be invited to expand on their evaluations. School principals could discuss the impact of his work on the discipline—if we assume that affecting the work of teachers and the learning of thousands of students might be characterized as "an impact on the discipline." There would seem, then, to be ample documentation, some of it quite conventional (e.g., the grant proposal) but some of it not (e.g., the new curricula and the evaluations of participants).

Ironically, while the participants are positioned to offer the most compelling analysis and assessment, their "authority" to do so may in fact be questioned. A reauthorization of evaluation itself is needed, a recognition that within the widely various missions of a particular institution, a wider range of voices needs to be involved in assessment. And LeBeau deserves to have a say as well. Not just the grant proposal, NEH peer reviews, annual reports, and participant evaluations but also LeBeau's reflections on the nature and quality of the work and its place in a national context should be included in the materials considered during the tenure review.

As mentioned above, we consider both the intellectual and the citizenship dimensions of LeBeau's work in our assessment of it. While we give more weight to the intellectual dimension, because it is substantially more important to the work of faculty members and the missions of their institutions, we also consider the citizenship dimensions as an indispensable part of the project's

effectiveness. The quality of the work, its execution in its many dimensions, is important in determining its merit.

III. Further Elaborations and Applications of the Model

A. Institutional Service

While assisting in the interpretation and assessment of work like LeBeau's is one important purpose of this report, the model we are proposing is in no way restricted to such cases and is meant to apply generally to intellectual and citizenship work across the full range of faculty responsibilities. In that regard, and to illuminate the implications of such increased attention to the quality of such work, we will also consider a "service" that generally holds some prestige. Let us take, for example, the position of the director of graduate studies, one usually assigned to a tenured scholar who holds the admiration of his or her colleagues. This case, we believe, in some ways constitutes a minimal test of academia's willingness to reconsider its reward system to encourage distinguished service and to hold such service to rigorous standards.

Ordinarily falling into the current category of service, the position of the graduate director is imagined usually to mean little. In the way we normally see the job, the graduate director recruits and admits applicants, awards fellowships, keeps accurate records, maintains relations with the graduate school and the undergraduate program, and advises students about courses, requirements, examinations, and eventually job placement. Focusing on these features, we tend to perceive and interpret this work as responsible, and often honorable, citizenship, but citizenship nevertheless, marked by attention to managerial details and interpersonal skills.

But given the consequences for colleges and universities, for scholarship and teaching in our field and related fields, and for the morale of the future professoriat, the effective exercise of a graduate director's duties can clearly involve significant intellectual work. This work is particularly urgent now that so many departments in language and literature are undertaking curricular revision to integrate traditional approaches with new theoretical ones in literature, textual studies, and cultural studies. In such circumstances, the position of graduate director can, for example, require

- a knowledge of the field and the effective implementation of that knowledge in curricular planning and thoughtful leadership responsive to changes in the discipline;
- an ability to understand connections among the different intellectual interests of the graduate faculty, including new courses they are likely to teach and dissertations they are likely to inspire;

- familiarity with work in other fields that might complement each graduate student's department course work;
- serious attention to the role of graduate education in preparing new faculty members as scholars, teachers, and colleagues in a changing and increasingly diverse academic world.

Understood in this way, the "job" clearly entails intellectual work, and these features may constitute criteria for determining work of the highest quality. Doing the job can be, and often is, a site or opportunity for faculty members to do some of their most serious thinking, thereby enriching both their institutions and their disciplines. Because there is indeed a great deal at stake here and because of the potential for critically important intellectual interventions, we believe that their standards for evaluating such work should be as rigorous as the standards for publication and other work that generally receives our most conscientious scrutiny. To that end, the recommendations we offered above concerning the need for careful review and assessment apply here equally, and changes in customary practices are called for in at least two areas.

First, departments have to develop procedures for *documenting* such work. Documents in this case would include the graduate director's reports on individual graduate students; original or revised guidelines for graduate students planning their courses and preparing their dissertation prospectuses; original or revised guidelines for graduate faculty members, concerning their responsibilities as mentors and the role of particular graduate courses in the program; regular reports on the graduate program, not just noting but also analyzing enrollment patterns, attrition rates, graduation rates, and placement rates; proposals for changing curricula, requirements, or policies; and papers or other evidence of influential participation in national or regional conferences on graduate education.

Second, departments and graduate schools should establish procedures for rigorous *assessment*. For example,

- the director should submit annual self-evaluations of his or her own performance;
- graduate students, and even recent graduates of the program, should be asked to evaluate the director's guidance, helpfulness, and availability;
- members of the graduate faculty, especially the graduate committee, should review and comment on all pertinent documents;
- the department chair should annually assess the director's work;
- regular department self-studies and evaluations should take special care to assess the director's performance.

We realize that the documentation and assessment merely sketched here would require an extraordinary amount of labor; indeed, it will no doubt seem

excessive, given the ordinary, supposedly "benign" neglect of such assessment. Moreover, assessing our own colleagues in such a way may seem intrusive, and particularly so because it is hard enough to get good people to do this work to begin with. So this combination of intensive labor and uncollegial surveillance makes such review unpleasant to consider, especially if the work itself does not seem to warrant it.

But, in the commission's view, the work clearly warrants it. It is in the vital interest of both particular institutions and the discipline itself to require and reward the highest quality of work in this position and positions of similar importance. Work that does not meet high standards should be viewed and documented as deficient and, in the worst cases, derelict. Excellent performance, as determined by rigorous assessment according to clear criteria and solid evidence, should be grounds for significant institutional reward, including promotion to full professor, significant merit increases in salary, and so on. The quality of the work, in its intellectual dimensions primarily but also in the dimensions of citizenship that include responsible administration and attention to the personal concerns of colleagues and students, requires our attention partly because it is fair to the merits of the faculty member involved and also because it is in our collective interest. Here is just another of the many sites of the faculty's intellectual work on which the life of the profession and of higher education itself depends, and it is perilous, at this time, to refuse to afford it the appropriate recognition.

B. Applied Work

The two cases considered thus far—coordinating a collaborative project with local schools and directing a graduate program—illustrate a common though by no means universal feature of what we are calling the intellectual dimension of faculty work in the domain of service. Work that emerges from a faculty member's substantial intellectual investment often manifests itself in leadership roles; the faculty member engages in the kind of shaping and transforming activity that gives direction to the work of others and that, through radical innovaton or the imaginative application of established professional practices, provides new directions for the field. Excellent work of this sort often influences other departments and programs, at home and at other institutions, and while there is no term in place right now to characterize it, we consider it "leadership," in the sense that we often think of certain scholars as "leaders" in their field.

What is ordinarily called applied work, in contrast to these perhaps more recognizable cases, involves faculty efforts that are usually solicited from outside the institution and so are more responsive to the needs and initiatives of others looking for someone with a particular expertise. Take the example of a

faculty member in a rhetoric department who serves as a consultant on legislative testimony, offering workshops and individual guidance to those preparing to testify. This particular case, let us say, is pro bono, for the faculty member works primarily with representatives of community-based organizations (representing battered women's shelters, adult literacy programs, etc.) to familiarize them with the procedures of such testimony, to help draft position statements, and to take them through the process, the give-and-take, of such testimony.

How might a department and university most satisfactorily regard and assess such work? As noted frequently in this report, the weight given to the work would in part depend on the mission of the institution. It is conceivable, for example, that a college in a capital area, with established relations to federal or state legislatures and agencies, would attract some faculty members and students precisely because of those college-government connections. The value the institution is likely to assign to such work would differ from that assigned by a small, rural college having a different sense of its own mission and drawing faculty and students with different intellectual interests. We acknowledge the right of institutions to determine their priorities in this manner, though we remain concerned that these priorities be clearly articulated and that each faculty member have a clear sense of where his or her own work fits within this larger mission.

Whatever the weight or priority given a particular kind of work in relation to institutional mission, it is our view that the process by which that work is assessed should follow certain procedures and that the criteria by which it is judged should emerge from the best professional practice in the field. We emphasize that such work must be thoroughly scrutinized and assessed so that important work of high quality can be distinguished from routine work. With respect to the particular example under discussion, a strong case for the importance of the work involved and the quality of its execution might have these aspects:

- The faculty member's research and teaching interests center on political rhetoric and the unequal resources of various groups in society in finding a voice in policy discussions; thus the consulting work emerges from and enriches other kinds of intellectual work, and it can be seen as an essential aspect of the faculty member's continuing development.
- The consultations not only help the groups prepare testimony but also enable them to develop their own more forceful ways of continuing to represent their interests. In such a case, the quality of the work as teaching would, by commonly accepted standards, be considered higher, and so the work of consultation would be seen as more effective.
- The faculty member provides documentation so that others can determine the nature and quality of the work involved. This documentation could

take the form of actual testimony, letters from clients assessing the faculty member's help, and the faculty member's own description and analysis of his or her work.

In a relatively strong case like this, colleagues could find not just evidence of effective work but also clear indications that this work is a significant intellectual project for the faculty member and that it can in some way influence the standards for excellence governing other kinds of collaboration between faculty members and clients outside the academy.

In contrast, a weaker case would involve little or no direct connection between the consultation and the faculty member's intellectual work and growth in the domains of scholarship and teaching, would focus primarily on perfecting a particular piece of testimony without addressing the long-range needs of the client, and would provide no or only perfunctory documentation.

Again, the weight given to this work in part depends on where such an effort fits within the mission of the college or university, and we assume that advance negotiations among the administrators, chairs, and faculty members involved would clarify this matter (we return to this aspect in the next case study). The issue of most concern to the commission, however, has to do with the complex process of interpreting both the importance of the work (particularly the degree to which it entails intellectual work) and the quality of the work's execution.

IV. Holistic Evaluation, Faculty Mentoring, and Fitting the Model to the Institutional Mission

The case studies provided so far illustrate how reconceiving the boundaries of faculty work revises our understanding of the merits or deficiencies of faculty activities in the areas of research, teaching, and service. In each example, the traditional standards for assessment are not discarded but, rather, reexamined through the specifications in our model. These samples illustrate how institutions and scholars can enable their agendas to converge in a reward system. They suggest how both intellectual work and academic and professional citizenship can be acknowledged in ways that are equitable for and accountable to all publics served.

Convergence between responsibilities and rewards is crucial in rendering faculty work visible and establishing criteria for judging its merit. Responsibilities and rewards are created at the intersection between institutional and scholarly or professional interests, and so they must be consciously figured into assessment procedures used to evaluate faculty work. We therefore turn to yet another hypothetical case to illustrate the interplay between the generic categories proposed by our model and the local constraints imposed by particular institutions.

> Professor Espana's department has recommended her, with two abstentions, for a tenure position in a large PhD-granting institution. She is one of four candidates this year in the Spanish department, one of the largest in the country. She has published one chapter from a manuscript volume in a leading journal in behavorial sciences (ten percent acceptance rate), and she is warmly supported in a letter by the editor of that journal. She has also published six refereed articles, two in widely recognized journals that specialize in literary scholarship and four in other specialties: computer applications, discourse analysis, and pedagogy.
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> Although Espana has not published as much as several colleagues at her rank have, she has produced software now used in computer laboratory sessions attended once a week by all first-year students of Spanish. Espana's teaching evaluations are in the good to very good category, but they are not exceptional when compared with institutional averages. The peer reviews of her work are extremely positive, but peer reviews for other candidates are equally enthusiastic. The result is that her file does not seem to stack up against the files of several other candidates from the same department.

In the traditional conception of research, teaching, and service there is no quality standard for Espana's major achievement, the creation and implementation of course software. Standards drawn either strictly from the discipline or solely from the institution's teaching evaluation structure render invisible the crucial line between the two. To assess Espana's work and the extent to which it represents significant intellectual work or academic and professional citizenship, one would have to ask whether her software development (1) creates or applies knowledge gained through research, (2) connects knowledge gained across disciplines and makes it available to the public, (3) connects knowledge gained through research and knowledge obtained through teaching, or (4) serves institutional and societal needs.

A. Institutional Specificity

To discuss the way our model can be useful in such a case, we must elaborate the case more fully, to take into account institutional specificity. Our hypothetical research institution has, in recent years, experienced an upsurge in enrollments in beginning Spanish, and Espana's work is clearly responsive to this development.

Faculty members in her department generally find such instruction onerous and do not share Espana's interest or training in language pedagogy. No one in the department is qualified to assess her expertise in current theory about using technology to teach foreign languages. In traditional practice, the institution would not have established the criteria for evaluating faculty work; published research would be the default standard for assessing intellectual work and faculty potential. Intellectual links between scholarship, teaching, and service, as

illustrated in figure 2, are generally not explicitly addressed. Such time-consuming contributions to the institution as software development are viewed as "outside the discipline"; hence, peers are not in a position to assess it and are suspicious about the faculty member's qualifications to engage in such work.

More in keeping with the reconceptualized view of faculty work suggested in this report, Espana's institution has explicitly stated its criteria for weighing the intellectual work and the academic and professional citizenship of its faculty. The college dean and the Spanish department chair, recognizing that increasing numbers of beginning students were straining the department's capacity to co-ordinate and staff first-year programs, established a faculty committee to ad-dress the problem. Significantly, everyone involved understood that Espana's position was created to facilitate effective deployment of departmental re-sources in teaching beginning students. Accordingly, during her first year, Es-pana presented her software project as a way to alleviate staffing problems. The department subsequently made a projection for determining how that project would serve the institution. Goals and assessment criteria were developed.

Ultimately, when the time comes to put Espana's promotion file together, the chair or a designated committee will want to document the candidate's expertise in pedagogy and current theory as revealed in her relevant publications in refer-eed journals. Her supervisory skills, one aspect of her professional service, as well as her teaching capacities will be cross-referenced with her theoretical expertise attested to in journal publications. Furthermore, the department sees these en-terprises as mutually informing pieces of the intellectual and professional work necessary to ensure success in reconfiguring the beginning Spanish program.

While the procedures in the case presented here would apply at any rank, we have chosen a tenure situation to illustrate the balance between institutional and individual responsibility suggested by our model. All too frequently in the tenure process, new faculty members may not "know the rules" at their institution; few venues exist for assisting them in professional development. Our model asks in-stitutions to put all their cards on the table and entails a number of institutional obligations to the faculty member. In the hypothetical university discussed here, tenured faculty members would mentor new faculty members to help them de-velop a total professional profile and especially to establish which groups, profes-sional meetings, and "how-to" publications in professional journals constitute peer evaluation in institutional professional service. Further, a faculty committee would advise Espana on maintaining a portfolio with sample syllabi, tests, reme-dial procedures, and documentation of links between research, teaching, and ap-plied work or outreach (e.g., workshops, symposia, conferences, editing). On the committee's recommendation, candidate Espana would submit reviews of soft-ware from journals in applied linguistics and have experts in adjunct fields (e.g., a professor in educational technology from the school of education on campus) comment on the intellectual nature of her program.

Note that the role of the faculty mentor is not to judge the quality of this intellectual work but only to broaden the scope of a faculty member's perception of his or her work. A mentor has a difficult balance to maintain between an advocacy role and an informative one. This balance is all the more important because junior faculty members can easily confuse quantity with quality and the mentoring faculty member with a tenure advocate. Our main goal is to make junior faculty members aware of the broad range of values available in the various sites of faculty work. Without presuming the quality of the work accomplished, the mentor can help the junior faculty member to see the potential for serious intellectual work in sites not traditionally associated with intellectual work—for example, teaching, consulting, doing community projects—and to self-evaluate that work. How much of it is substantive new intellectual labor, and how much is academic and professional citizenship?

B. Negotiating Evaluation Criteria to Suit Institutional Mission

The example above reveals the proactive role that faculty members and institutions must assume in order to assess endeavors of their colleagues. It also reveals that this role varies according to the institution. At a small liberal arts college, Espana's portfolio might be viewed as displaying a preoccupation with research that reduces her availability for institutional support work or course development. At a technological institution that values "cutting edge" software development, her software program might be viewed as an example of "drill and kill" or as mechanically flawed, despite its evident success among students. At her own institution, the increased instructional capacities brought about by the use of her new software might outweigh its lack of genuine originality. The fair outcome of Espana's review depends on the clarity of purpose of the institution. For example, this candidate might not get tenure at a major PhD-granting institution that might find her intellectual work of insufficiently high quality. A small liberal arts college or a comprehensive university might, however, grant her tenure because they particularly value someone like Espana who is engaged in intellectually exciting "technology transfer" and who understands how to make connections among various sites of professional service, research, and teaching.

In either case, Espana's potential for intellectual growth can be assessed positively or negatively on the basis of *all* the intellectual effort she has committed to an institution. Her portfolio and reviews will clarify whether her current project represents a direction the institution wants to develop and whether the institution considers Espana the most appropriate person to pursue that direction. The assessment of how her research has informed her professional service will enable her reviewers to decide whether that service falls under the rubric "intellectual work" or "academic citizenship" and to assess its quality.

Whereas traditional practice has been to identify an institution's mission from its past appointments and tenure decisions, our model calls for defining this mission beforehand and then continually updating it, to account realistically for faculty members' changes in interest or intellectual development. The issue here is basic fairness and consistency throughout, involving both clear initial agreement and continual negotiations among faculty members, candidates, and administrators concerning how the individual case will be measured against the articulated standards of the institution. When standards appropriate to their institution have been articulated, fellow faculty members can decide about rewards on the basis of these standards.

What our model aims to make possible, then, is a more accurate perception of the range (across sites of teaching, scholarship, and service) of the work involved, the dimensions of both intellectual and citizenship work as they are evident in each of these sites, and the place of this work in the larger context of the faculty member's ongoing professional development. The model would also guide the assessment of this work, calling for thorough documentation and constant reference to a larger professional context—both the faculty member's other professional projects and the professional standards of particular disciplines. In diversifying the perception, interpretation, and evaluation of what has been achieved or not achieved, our model advances the larger effort of revealing more fully complex work and multiple responsibilities of the professoriat.

SECTION 3. QUESTIONS, PROBLEMS, ELABORATIONS, REFINEMENTS

I. Institutional Missions and Faculty Work: The Importance of Collaboration and Negotiation

In the previous section, all the case studies, but particularly the last of them, attempt to specify how a holistic conception of faculty responsibilities might be negotiated, documented, and evaluated. In the commission's view, a complete representation of faculty rights, roles, and responsibilities must include all contributions a faculty member makes to his or her academic institution and, through it, to society.

In other words, what academicians have to offer society is an *interrelated*, not an isolated, commitment to learning and education. In the profiles of individual faculty members, their roles and responsibilities emerge as a function of their being situated within a particular academic community, an institution that, through its mission, selects the set of goals its wishes to achieve vis-à-vis society. It must be understood that these missions (e.g., to provide a liberal arts education for students, to prepare them for major research efforts, or to train them for the professional world) represent the way colleges and universities agree to take on

certain responsibilities toward society for which they and the faculty members within them are properly held accountable by the institution's constituencies.

That is to say, faculty members and institutions agree to take on reciprocal and mutually beneficial rights and responsibilities. Faculty members do not lay claim to rights in a vacuum, nor are they held to abstract "cosmopolitan" standards in a vacuum. Instead, both rights and responsibilities arise from, are mutually agreed on, and are cooperatively articulated by the members of the institution on the basis of its public commitments. Among other duties, professional organizations see to it that such commitments are spelled out, entered into freely, informed by models of effective practice in the field, and adhered to fairly in the conduct of the academy.

We believe that the MLA should use its prestige and stature to influence institutions and faculty members to consider the work faculty members do as a cooperative responsibility. Our profession needs to improve access for all faculty members, particularly those early in their careers, to the benefits of well-stated guidelines within which they can fruitfully conduct their lives and fulfill their multiple roles at any given time and place. With increasing emphasis on professional education, productivity, and outcomes, the very nature of a liberal education and its appropriate demands on and challenges for faculty members must be addressed by those of us in these fields, or we will have it addressed for us by outsiders. The only way to accomplish this task, arguably the heart of the humanities enterprise, is to have faculty members and administrators engage in intelligent collaboration to decide what kind of academic work can prove beneficial for all—the individual faculty member, the institution, and society at large.

II. Other Values Suggested for Inclusion in the Model

The commission recognizes that one appeal of the matrix model is the possibility for adding values or specifying them for particular disciplines or institutional settings. While not certain how to account for each of the following "values," the commission believes that it would be wise to incorporate them somehow into new conceptions of the faculty roles and reward system.

A. Faculty Growth and Development over a Career

Institutions must recognize that what constitutes appropriate practice in the weight accorded to teaching, scholarship, and service will fluctuate over an individual faculty member's career. Faculty members who have participated thoughtfully in evaluation of other faculty members for promotion, tenure, or annual reward are acutely aware that time is a crucial variable in evaluating a

person holistically. The holistic judgment of the person, as distinct from the description and judgment of his or her work, is most clear here. Assessors are not merely making judgments about what has been accomplished, in what categories and with what quality, but also projecting what this faculty member is capable of and can be expected to do in the future.

Once these time factors become salient, it is obvious that there is a tacit value operating, or rather a set of them, concerning the development and growth of a faculty member's work over time and, by extension, the development and growth of the faculty member. Judges of faculty work expect that faculty members will grow and mature over time—progress, take up new ideas and interests, and enrich and deepen their understandings and skills. This expectation ensures that learning is as fundamental a value in the academy as knowledge achieved or produced and that faculty members should be learners throughout their careers, as evidenced in the development of their work over time. Examining faculty work from this perspective, one judges an individual's present achievements against past accomplishments and projects the direction and potential of a person's future work.

One reason for making the issue of time and the value of faculty growth and development explicit is that the commission wants to underline the need for institutions to provide flexibility for individuals in balancing their efforts and roles differently at different stages in their careers. Institutions need to be sensitive to the dynamic of faculty members' own self-reflective growth and learning. In addition, if faculty development itself is taken as an independent value that affects the health and vitality of institutions, then it should be encouraged and rewarded just as intellectual work is, with travel, fellowships, assigned time, honorary awards, and nonmaterial incentives.

B. Engagement and Interaction with Others

Teaching is, of course, a central function of faculty work. One dimension of value that everyone agrees is essential to quality in teaching is the teacher's personal, immediate engagement with students in interactions that inspire, facilitate, challenge, and in other ways enrich and enhance students' learning. The great teacher is often described as warm, caring, passionate, devoted to students, encouraging, demanding, and so on. Faculty members interpreting student evaluations of faculty teaching often emphasize the absence or presence of such personal attributes and effects on students. Most generally, these qualities may be thought of as the interpersonal skills by which faculty members actually accomplish their professional work and, more specifically, as the professional relationships through which they directly enhance the growth and achievement of others in higher learning and the uses of knowledge. Such relationships are relatively visible and valued in research teams, administrative leadership,

school-college partnerships, committee work, advising, and external consultancies. Less obviously, faculty members advance the goals of the academy through their social-professional relationships and intellectual exchanges with peers, generating the stimulating and respectful environment called collegiality.

We think institutions should recognize the value of this ethical and interpersonal dimension and its role in evaluations, especially in holistic assessments of faculty members' effect on learners or, generally, on their academic environments and peers.

C. Effort

A certain credit in the assessment and reward of faculty work should go to sheer, conscientious labor. Effort—not only time but also intensity, or quality of attention and commitment—has a bearing on judgments about productivity: how much has been accomplished relative to the faculty member's investment in an activity or goal? Generally, extraordinary effort should be rewarded in professional tasks even when there is no expectation or achievement of intellectual work, although the rewards will necessarily be different ones. Finally, assignments, agreements, estimates, plans, and accounts of relative effort (e.g., the balancing of loads and assignments) are relevant to fair judgment of what can be expected and rewarded.

III. Disciplinary Knowledge and Faculty Achievement

Disciplines help to define the activities of faculty members as intellectual work by virtue of their connection with specific knowledge projects and learning enterprises. What disciplines offer is a way of understanding academic missions, and therefore a wide range of faculty work, as portable among institutions. But this function has been largely confined to research and scholarship. Understandably, in trying to acknowledge the potential for intellectual work in both teaching and service, professional organizations and policy advocates have tried to extend the model through analogy by defining intellectual work, or indeed professorial tasks of any kind, as necessarily discipline-based. The argument is that work suitable to be counted in the faculty roles and reward system can be recognized as professional only when it is an outgrowth of the faculty member's specialized training in an academic field.

We are uneasy with so narrow a conception of intellectual work, primarily because this constraint has the practical effect of eliminating much institutional service from consideration as intellectual work. We believe that a broader though carefully modulated concept is needed. Even with research and scholarship, one must qualify the disciplinary constraint by noting that faculty members' professional expertise is not fixed by their original training and disciplines

but evolves through their professional growth, often in interdisciplinary or transdisciplinary transactions and projects. In addition, more and more knowledge projects are bursting the seams of single disciplines: in research, teaching, outreach, or institutional projects, faculty members may bring together multiple perspectives to study complex objects and events or to accomplish complex tasks. For the MLA fields, the claim of "disciplinarity" is becoming a significant intellectual problem as fields are internally reconfigured to incorporate, merge, or draw on other disciplines.

But teaching and service present other convincing reasons to enlarge the notion of intellectual work beyond the strict construction of "disciplinary knowledge." In teaching, important intellectual work occurs in curriculum design and pedagogical innovation concerning, for instance, relations between professional and liberal education; the roles, functions, content, and pedagogy of general education; or the varied learning needs of students (e.g., underprepared students, honors students, students of nontraditional age and purposes, ethnic and language minorities, disabled students, international students). Although often initiated by specialists and informed or driven by field-specific goals, for example in language education or cultural studies, such projects can develop and contribute to generalist, nondisciplinary knowledge enterprises that are increasingly important in reconceiving higher education.

Close examination of institutional and organizational service like working on a committee, chairing a department, or organizing a conference demonstrates that faculty members draw on at least two kinds of professional knowledge. The first is expert insider knowledge about such "disciplinary" matters as modes of inquiry, objects of study, teaching practices, and contexts of application, though we would not restrict the source of such knowledge to a single discipline. Less commonly recognized as professional knowledge is faculty-role expertise, which encompasses the generic skills and knowledge of faculty members, primarily acquired through experience and common to higher education contexts. Faculty-role expertise can range from basic knowledge of promotion and tenure rules and the duties of general advisors to the technical knowledge and political skills of administration. Faculty-role expertise, in institutional functions like governance or budgeting, is itself expanding and becoming increasingly professionalized like disciplinary knowledge.

The separation between the two kinds of professional faculty knowledge—the specialist base in disciplines or interdisciplinary formations versus faculty-role expertise—is not as sharp as might be expected. In most faculty work, the two sources of knowledge and exercise of expertise are blended and help to define the work as academic. In our view, however, faculty-role expertise alone is only rarely sufficient to qualify work as intellectual or to justify the highest academic rewards.

IV. Nontraditional Sites of Teaching and New Technologies

Teaching in the MLA fields often involves faculty members in teaching or consulting in settings outside the institutions in which they work. A substantial subset of such work involves teaching or supporting teaching in other sectors. Designating this work as teaching or service (outreach), or even in some cases as applied research, is often somewhat arbitrary, determined by local conventions. But the general rule is that it counts primarily as teaching when it is clearly sponsored by the faculty member's home institution as instruction (e.g., with course credit, listings in the catalog, credit toward instructional load). For example, like Professor LeBeau in our first case study, writing specialists work to connect the various settings for literacy practices and cultural instruction in writing and reading to one another and to higher education. Language specialists engage in similar activities. These activities may take faculty members as teachers, or in support of teaching, to a variety of settings: schools, prisons, nursing homes, workplaces, inner-city projects, legislative or legal contexts. Although these activities are primarily classified according to our scheme and most institutional practices as professional service (outreach), they should also count as teaching if they fit into a general pattern of intellectual or professional work on the teaching and learning of language or literature in nonuniversity settings.

Electronic media and new technologies for teaching are transforming pedagogy. (Professor Espana's efforts, described in our previous section, may be a case in point.) Part of the intellectual work of teaching now is the constant learning teachers must undertake to become conversant and skilled with these technologies and media and to put them to use for pedagogy. Using these evolving technologies requires teachers to develop substantive new technical, managerial, and intellectual skills and knowledge. In addition, they introduce significant conceptual, political, and ethical issues that need to be studied and connected to decision making and practices of teaching. Some teachers, as specialists, may become scholars in this area as well as pioneers in pedagogy, producers of new teaching materials, teachers of colleagues, disseminators of information and strategies on other campuses and at conventions, and communicators on electronic networks. In accord with institutional mission, the reward system should reflect these changing circumstances and new projects of the faculty.

V. Administration, Leadership, and the Managerial Component of Faculty Work

One possible refinement of our model concerns the place of faculty leadership in higher education and the concomitant managerial skills required. As with the case of the director of graduate studies discussed above, it is important for

institutions to understand administration and other forms of faculty leadership more accurately as blending many different forms of knowledge, skills, and intellectual work across the various sites.

Responsibilities that we might call technical or managerial are an unacknowledged component within all faculty roles, requiring a range of organizational and often highly technical skills. Undoubtedly, the managerial element in scholarship (e.g., grant management, some kinds of editing) and in teaching (e.g., classroom management, overseeing student internships) has long been underappreciated, just as the intellectual component in service and teaching has been ignored. This element of faculty work is expanding alarmingly, however, for a variety of reasons. Among the most important are increasing federal and state regulations, greater vulnerability to lawsuits connected to these regulations, increasing demands for assessment in teaching and learning, and drastically curtailed budgets for administration and support staff. Department chairs and program directors are asked to do more and more with less and less support. Although some of the tasks required have an academic side (e.g., assessment), many are almost purely managerial. We believe it is incumbent on the profession to observe and document this increasing burden and to build it realistically into both faculty preparation and the reward system.

Administration, in institutional faculty roles like department chair or program director, is generally identified with the technical or managerial role when it has a distinct set of responsibilities, usually in a specific administrative appointment made by full-time administrators. We define it here as taking leadership responsibility that entails making important decisions, developing and articulating policy, coordinating or directing the tasks and responsibilities of others, reporting to and working closely with institutional or organizational administrators, and maintaining communications and good relationships among individuals and groups. *Leadership*, insofar as it is different from administration, involves simply the same type of responsibilities, in part or in whole, in a position that is not so clearly defined by the institution or organization as administrative: for example, as a senate member or chair of a task force. Both administration and leadership can be exercised within a professional organization (disciplinary or general higher education organization) as well as within one's home institution.

Faculty administration is more than simply "managerial." The increased responsibility and scope of action it involves open the door to intellectual work in the form of visions, plans, and the development and application of ideas in action with significant consequences. It presents major intellectual challenges and opportunities, and it should be evaluated for accomplishment in these terms. Strategic thinking as an administrator, certainly as a faculty administrator leading a program or unit, is focused by the teaching, research, and service missions of the unit; it may, for example, involve developing a new curriculum or revis-

ing one, developing a research center, fostering an intellectual community, and developing interdisciplinary projects and alliances. At its finest, when administration displays creativity and a strong intellectual dimension, the faculty leader's achievement merges all the faculty roles. It is important for the profession to analyze administrative performances, to recognize the scholarly and teaching as well as the service dimensions in them, and to make judgments about the quality of the intellectual work and other values that administrators pursue and demonstrate.

If higher education is to grow and nurture faculty leaders, the reward system (and their colleagues) must permit them to both lead and remain faculty members. Realistic responses to this problem may entail working out flexible patterns for faculty careers that involve moving in and out of heavier leadership responsibilities, including major administrative roles, while preserving faculty status.

VI. The Challenge of Assessing the Quality of Faculty Work in the Area of Service

We are well aware that colleges and universities do not necessarily reward, or even feel obliged to encourage, everything that their faculty members consider important. Traditionally, supporting and improving the quality of work in sites ordinarily associated with scholarship and teaching have been seen as the primary obligations. If work in the area of professional service is to enter the arena of rigorous evaluation and real rewards, the basis for its entry will be, at least in some measure, as follows: not only that a college or university deems professional service to include significant dimensions of intellectual work but also that guaranteeing the quality of such work is sufficiently relevant to the institution's mission to require the application of rigorous standards in a thorough-going and time-consuming process of assessment.

In this regard, our case studies may be instructive for yet one final reason. In addition to calling attention to the criteria and methods for discriminating and evaluating this sort of intellectual and citizenship work, the cases raise questions about the desirability of treating such work in the same way that scholarship and teaching are ordinarily treated. These questions involve both institutions and individual faculty members.

First, colleges and universities and individual departments within them will have to care that such work is more than simply "good citizenship," that it constitutes important faculty work. They will also have to decide that assessing and enabling the quality of such work, in all its aspects and especially in its intellectual dimensions, fall within the institution's responsibilities to its own traditional purposes, its students, and society.

Second, we do not assume that everyone engaged in such work would welcome its "elevation" to the level of more traditional scholarship and teaching. If

it is to count more, it will be held more accountable. Simply doing it will no longer count, just as simply writing an article or simply teaching a course does not really count. Such work will have to be demonstrably excellent work, work that is marked as superior and that will expand the boundaries of knowledge and/or reshape pedagogical practice. Work like this, that at the present time might in itself earn modest regard and reward (if only because of the moral claim it makes on colleagues' gratitude) could, when assessed according to rigorous standards, *harm* one's claims on tenure or salary increase. There is no way of avoiding the possibility that, in raising the stakes, one increases the risk, a consequence that is in our judgment both inevitable and desirable if the full range of faculty work is to be recognized.

As we have suggested in our introduction, determining the quality of such work is now a subject of much discussion in learned societies and higher education associations. The prevailing view concerning assessment holds that documentation must be provided, norms established, and authorities identified to undertake the evaluations. Although we invoke these categories (documentation, criteria, referees) to make the evaluation of professional service parallel to the evaluation of traditional scholarship and teaching, we recognize that equivalency is far from being established. There is not at this time the same system of peer review in place for evaluating work in the area of professional service, nor is there a tradition of critical judgment informing our assessment of such efforts, nor is there, yet, a corps of established referees who possess the recognized authority to undertake such assessment. That is to say, a great deal of work remains to be done, first in establishing policies and procedures that can claim strong faculty, administration, and public support and then in integrating these policies and procedures with other practices currently in place. It is as a step toward achieving this comprehensive goal that we have proposed our model and explored some of its applications.

Conclusion

Our intent throughout this report has been to suggest ways that we might rethink the contexts of faculty work. Although our charge was to focus on faculty service, we saw from the beginning that such a focus was impossible without considering the entire range of faculty activity. In reflecting on this activity, we discovered that we often misidentify what we value. Frequently, in fact, faculty work is invisible because it is not well understood. Our basic argument has been that the conventional categories used to characterize faculty work—teaching, research, and service—often fail to represent adequately what faculty members do. Because faculty work takes its meaning now—and so becomes visible or invisible, respected or disdained, supported or neglected—from the

status of the institutional sites where it happens, our report's purpose, in part, is to expand the range of sites that secure visibility, respect, and support.

The model we have proposed, therefore, emphasizes seeing and interpreting things in different and more complicated ways. Our case studies illustrate that understanding faculty work is a complex interpretive practice, and the model we propose for rethinking this process, while it does not abandon the traditional categories, seeks to clarify the nature and value of faculty work in new ways. In our view, faculty members serve higher education in a wide variety of institutional locations—the journal, the classroom, the faculty meeting room. Serious intellectual work of the kind and quality crucial to the mission of higher learning can find a public expression in activities as diverse as publishing an article or developing a curriculum or directing a graduate program or conducting a collaborative program with local school teachers. As a consequence, we strongly recommend that institutions and professional organizations recognize a wide range of possibilities for types of achievement and for the audience of intellectual work.

We believe that all institutions should analyze and reflect on the issues our report has raised. Reflective analysis and conversation are central to the study of language and literature, and our report is, among other things, a call for faculty members themselves to enter the conversation. Our report parallels the national discussion about faculty responsibilities, and it is not unrelated, of course, to the debate about the institution of tenure. Failure to engage in these dialogues will doubtless mean that others will define our roles for us and determine their worth. Part of the larger debate centers on the assessment of faculty work, and one of the obvious implications of the model we propose is that higher education will be called on to rethink the evaluation and rewarding of faculty activity.

If the interpretation of faculty work is, as we argue, more complex than the conventional, tripartite model assumes, the assessment and rewarding of that work are no less complex. Our report maintains that assessment and reward should be related directly to intellectual work and citizenship activities that are professionally significant, and the case studies suggest how faculty work that falls outside the conventional model can be documented, interpreted, and evaluated.

The means of assessing faculty work will tend to be what they have always been: peer review; written and oral testimony from administrative superiors, colleagues, students, and alumni; scores from standardized tests; portfolios; self-evaluations; data from citation indexes; public response; and the like. Similarly, the criteria for judging the value and excellence of faculty work in all three sites can be established. The model we propose, however, calls for the involvement of more constituencies (e.g., legislators, other policy makers,

trustees, students, employers, and higher education associations) than evaluation has required in the past. Furthermore, we believe that the entire assessment process should take account of the changing nature of higher education. Documenting, interpreting, and judging the quality of faculty work is, of course, time consuming and difficult. The application of the model can assist institutions in classifying activities, but the model will not generate anything automatically, which is why we stress that its schematic representation is a heuristic device, intended to promote different ways of thinking.

Models for reconceiving faculty work and for developing new contexts for assessment and reward must be, we think, dynamic, flexible, and negotiable. They will have to recognize different institutional missions and changing needs. They will have to see assessment and reward as a negotiated process, one that makes more explicit the dialogue among faculty members, chairs, deans, and experts in the field and that is broadened to include the interests of the constituencies noted above. As institutions develop their own means of assessment, they should consider the wide range of activities that require faculty members' professional expertise. These would include, in addition to activities more traditionally recognized, inter- and cross-disciplinary projects, teaching that occurs outside the traditional classroom, acquisition of the knowledge and skills required by new information technologies, practical action as a context for analyzing and evaluating intellectual work, and activities that require collective and collaborative knowledge and the dissemination of learning to communities not only inside but also outside the academy.

Institutions should recognize that intellectual work and citizenship activities change over the course of a faculty member's career and that faculty roles change over time—that faculty members are called on at different stages of their careers to perform different tasks. In this regard, the commission believes that faculty members must have the freedom to negotiate the balance among different kinds of faculty work commitments at any given time and to change this balance in their career development. In particular, we believe that faculty members, especially junior faculty members, have a continuing right to help formulate clear guidelines within which they can effectively pursue their intellectual projects and develop their professional careers.

In the final meeting of our commission we observed that a large part of our work had centered, without any conscious intent, on the metaphor of sight, suggesting no doubt our desire to see things in a new way—to revise. We also reminded ourselves that much of our discussion had focused on discussion itself, reflecting our desire to foster a profession-wide conversation about the issues raised in our report. We now offer this report to our colleagues in the fields encompassed by the MLA as part of the continuing dialogue about our work in language and literature and with the invitation to those colleagues to join us in rethinking what we do and how we value it.

NOTES

[1]The general model of faculty work proposed in this document adapts and extends concepts and terms first developed in Phelps.

[2]*Research* and *scholarship* are sometimes used in disciplines of language and literature to distinguish between empirical studies (research) and textual and theoretical inquiry (scholarship), but this distinction is not maintained across disciplines. Institutional promotion and tenure documents generally treat the two as synonyms for disciplinary and professional inquiry in general, as well as for the production or performance of creative works. By combining the terms, we leave their interpretation open to either synonymous or contrastive usage. We do not, however, employ the Boyer-Rice redefinition of *scholarship*, which conceptualizes the term as roughly equivalent to our "intellectual work"—that is, the intellectual component of faculty work in all sites. In contrast to our decision to map this value against the traditional sites or missions of faculty work, Boyer, in *Scholarship Reconsidered*, attempts to disrupt these by introducing a new set of distinctions only partly equivalent to the old sites: the scholarship of discovery, integration, teaching, and application. Rice has elaborated these concepts.

[3]We use *professional service* inclusively, in contradistinction to the specialized use of it to mean "applied work" or "outreach," as in Elman and Smock, Lynton, and Lynton and Elman.

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