

## Promotion and Tenure Documents: Engaged Scholarship Policy Examples

Prepared by KerryAnn O'Meara, University of Maryland

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Compiled by KerryAnn O'Meara. Please request permission to reprint: [komeara@umd.edu](mailto:komeara@umd.edu).  
Revised by Saul Petersen. March 21 2012.



*Eastern Region* | **Campus Compacts**

Revisions also from Robyn Baylor and Tim Eatman, march 2012

### **Promotion and Tenure and Engagement: Key Resources**

1. Ellison, J. & Eatman, T. (2008). *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University: A Resource on Promotion and Tenure in the Arts, Humanities, and Design*. Imagining America. <http://www.imaginingamerica.org/TTI/TTI.html>
2. Jordan, C. (Editor). (2007). *Community-Engaged Scholarship Review, Promotion & Tenure Package*. Peer Review Workgroup, Community-Engaged Scholarship for Health Collaborative: Community-Campus Partnerships for Health. <http://www.ccph.info/>
3. *CES4Health.info*, is a free online resource for publishing diverse products of community-engaged scholarship. A product peer-reviewed and published through CES4Health.info is comparable to an article published through a peer-reviewed print or online journal; all products posted on CES4Health.info have been reviewed and recommended by expert academic and community reviewers. For more information, email [info@CES4Health.info](mailto:info@CES4Health.info) or visit <http://www.CES4Health.info>.
4. National Review Board for the Scholarship of Engagement [http://www.scholarshipofengagement.org/about/request\\_assistance.html](http://www.scholarshipofengagement.org/about/request_assistance.html)
5. Driscoll, A. & Lynton E. A. (1999). *Making outreach visible: A guide to documenting professional service and outreach*. Washington, DC: American Association for Higher Education.

6. Research University Engaged Scholarship Toolkit. [www.campuscompact.org](http://www.campuscompact.org)

**Providence College**

**Scholarship.** Evidence of continuing scholarly development and performance of scholarly responsibilities. Scholarship may be reflected in a range of professional and intellectual activities depending on the faculty member's discipline and individual talents. These activities shall be considered collectively to be the scholarship product. Concrete scholarly products that constitute evidence of scholarship:

1. demonstrate a high level of discipline-related expertise;
2. have been shared with the relevant scholarly community;
3. have undergone objective peer review, evidenced by juried evaluation of creative work, and/or refereed evaluation of publications and presentations; and
4. have evident significance or impact.

Scholarship includes, but is not limited to:

1. Creative contributions to the stock of human knowledge;
2. Critical analysis or artistic expression centering on the interpretation and/or integration of existing knowledge or the application of expertise in one or more disciplines;
3. Critical analysis centering on significant innovations in courses, curriculum and/or the pedagogical arts.

SOURCE:

<http://www.providence.edu/academic-affairs/Documents/Faculty%20Handbook%202010.pdf>

Definition of scholarship on Page 19 of Faculty Handbook linked above,



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## **University of North Carolina Department of Family Medicine**

### **Vision, Mission, and Values Statement**

The vision of the Department of Family Medicine is to promote the health of the people of North Carolina and the nation through leadership and innovation in clinical practice, medical education, research and community service. As an instrument of the State of North Carolina, we are concerned with both current needs and future generations, and have a special commitment to the underserved, mothers and children, the elderly and other populations at risk in a time of rapid changes in the organization of health care.

Key elements of this vision include:

- Provision of innovative, comprehensive, high quality and cost effective health care. We aspire for this care to be patient and family oriented, community focused, and evidence-based.
- Development and maintenance of outstanding medical education programs for medical students, residents, fellows and practicing physicians. We aspire to excellence among faculty and learners, and for our teaching to be learner-based, centered on adult learning principles, and fully leveraging information technology.
- Promotion of the discovery and dissemination of knowledge important to clinical practice, teaching and the improvements of the organization of health care. We aspire for our research to answer questions that matter in individual and population primary health care.
- Working in partnership and service to individuals, community organizations and local, state and government agencies to address unmet health needs of the population. We aspire to a leadership role in improving the health of communities we serve, North Carolina, and the nation.

### **Appendix B**

#### **Scholarship in Family Medicine**

***Background:** As a part of our revision of guidelines for tenure and promotion, it is necessary to provide an introduction to what constitutes scholarship within the discipline of family medicine. The following draft draws upon the work of Dr. Boyer and the AAMC, and includes initial comments from the full professors in February 2001, and follow-up comments from the full professors and others across the statewide department.*

Scholarship is essential to the discipline of Family Medicine and the future of Family Practice. As a national leader in Family Medicine, the Department of Family Medicine at the University of North Carolina has a special responsibility to develop and encourage scholarship among its



faculty and across the state of North Carolina. Our vision is to promote the discovery and dissemination of knowledge important to clinical practice, teaching and the organization of health care. We aspire for our research and scholarship to answer questions that matter in the care of individuals and populations.

Every discipline must develop its own definition of scholarship. Family Medicine, as a generalist discipline active in a wide variety of settings, must have a broad understanding of scholarship. Like other clinical disciplines Family Medicine embraces the *scholarship of discovery*, the exploration of fundamental processes and relationships in clinical care, health services research and policy. Recent examples of the *scholarship of discovery* from our department include work addressing factors influencing retention of physicians in NHSC, the effectiveness of Alzheimers special care units, the impact of Mediterranean diet on blood lipids and the long term outcomes of the a faculty development fellowship.

Scholarship in Family Medicine also includes the *scholarship of integration*, which interprets, draws together or brings new insight to bear on original work. Recent department examples of the *scholarship of integration* include an information synthesis of the effectiveness of interventions for domestic violence, a Section on prenatal care in the Essentials of Family Medicine, a Brief about the effectiveness of routine caesarian section for breeches and an invited presentation at a national conference on the management of knee injuries.

Finally, scholarship in Family Medicine includes the *scholarship of application*, which emphasizes engagement with practical problems and the development of new approaches to dealing with these issues. Recent examples of the *scholarship of application* include the Buncombe County project, a survey about the introduction of electronic medical records in residency sites, an interventions to reduce barriers to care among Hispanics and a COPC based intervention to reduce the racial disparity in adverse outcomes in diabetics.

It is important to distinguish between teaching and scholarship. Teaching is one of our most important commitments, but teaching, per se, does not represent scholarship, unless it has direct impact outside of one's own setting and peer group. Likewise, service and advocacy are fundamental parts of the ethos of Family Medicine. To be scholarship, however, service activities must be tied directly to one's special field of knowledge, flow directly out of one's special field of expertise, and to have reference to and impact outside of the immediate context of the service.

The Department of Family Medicine understands that there are many valuable forms of scholarship. Certain aspects are constant: intellectual curiosity, a constant willingness to learn and to question old assumptions, honesty, a commitment to quality and a commitment to share knowledge. In general, we will give higher value to scholarship which has an enduring form,

demonstrates a sustained focus over time, recognition by peer-review and achieves impact outside of the local setting.

SOURCE: Still needs to be identified

**Villanova University**  
**(From Villanova application for the 2008 Carnegie Classification on Community Engagement )**

Villanova's promotion and tenure policy states:

"Essential for every tenure-track appointment is the candidate's sincere interest in, and promise and capability of delivering, the quality of teaching, scholarship, and service that will further the University's mission and strengthen the faculty." Pg. 14

In defining what constitutes research at Villanova, the promotion/tenure policy offers, "...Villanova recognizes several types of scholarly research that would fulfill the scholarship criterion for promotion and/or tenure: ... (b) Applied research, in which knowledge is brought to bear in new or particularly effective ways on, e.g., physical, intellectual, emotional, social, cultural, or moral problems or conditions to produce new understandings, solutions, technologies, models, materials, or inventions. (c) Rigorous instructional-related research oriented toward discovery of new modes or techniques for facilitating and assessing student learning in a discipline. Such scholarly research is not to be equated with the sort of research that is involved with course and curriculum design, but it may be a precondition to curriculum-related efforts." Pg. 18

Given this definition, applied research clearly captures the notion of service and community engagement. The promotion and tenure policy states further, "Villanova thus judges that a productive scholarly and professional life, including basic and applied research and, where appropriate, professional practice, is an essential element of the educational and learning process. Similarly, Villanova believes that participation in and contributions to one's department, college, University, profession, and community are the natural and desirable outgrowths of the scholarly life." Pg. 15

The University's definition of service for promotion/tenure includes:

"Application of knowledge and skills of one's discipline to human, social, business,

public, or technical problems. Pg. 20

Voluntary involvement in activities of religious, community, government, or other public or private sector institutions ~~related to one's academic position or expertise.~~" Pg. 20

SOURCE:

<http://www.compact.org/wp-content/uploads/2008/11/Carnegievillanova.pdf>

<http://www3.villanova.edu/facultycongress/cof/full-time-faculty-handbook.pdf> - original

### **North Carolina State University**

#### *Guidelines for Promotion and Tenure*

1. Faculty Goals and Realms of Responsibility
  - a. Creative scholarship in all of the six realms of faculty responsibility is valued and rewarded by NC State University. Scholarly contributions in an appropriate mix of these six realms must be -- both in fact and in faculty perceptions -- the principal criteria for decisions about faculty reappointment, promotion, and tenure. The nature of the "appropriate" mix is defined by each academic unit's Reappointment, Promotion and Tenure rule and agreed upon in each faculty member's Statement of Mutual Expectations.
  - i. Extension and Engagement with Constituencies outside the University. Engagement with people and organizational constituencies outside the university are the principal means by which NC State University and other land-grant universities fulfill their unique mission. Accomplishments in extension and engagement represent an ongoing two-way interchange of knowledge, information, understanding, and services between the university and the state, nation, and world.
  - ii. Service in Professional Societies and Service and Engagement within the University Itself. Complex research-extensive universities and discipline-focused scientific and professional societies simply do not work effectively, efficiently, or for long, without the dedicated and continuing investment of university faculty time and creative energy in the programs and governance of these organizations. Thus, service to and engagement within all parts of the university and its affiliated organizations, including professional scientific and literary associations is valued, appreciated, and rewarded by NC State University.





<http://www.provost.ncsu.edu/promotion-tenure/> -

### **Northern Kentucky University**

#### *Evaluation for Reappointment, Promotion, Tenure and Performance Review*

1. Three major categories of professional responsibility are to be used: teaching effectiveness; scholarship and creative activity; and service to the community, institution, and profession/discipline.
  - a. Scholarship
    - i. Scholarship can be in the form of research and discovery scholarship, the scholarship related to public engagement, or the scholarship of teaching.
  - b. Service
    - i. The third category for evaluation is service to the community, institution, and profession/discipline. Service, in this context, includes a broad range of professional contributions by the faculty member that benefit the community, institution, or discipline and support or advance the mission of the University.
2. The University's strong commitment to public engagement may be reflected in any or all of these categories. Public engagement is defined as discipline-related collaborations between faculty members and communities, agencies, organizations, businesses, governments, or the general public that contribute significantly to the external constituency by sharing the University's intellectual and cultural assets.

3. Each of the three sections below—teaching, scholarship and creative activity, and service—lists a range of activities.
  - a. Teaching
    - i. Effective presentations, whether in lecture, laboratory, studio, or other venues.
    - ii. “Active learning” pedagogy, such as use of active-learning techniques and tools to enhance student learning including, but not limited to, collaborative learning, problem-based learning, and student polling; integration of service learning and other community-based learning into courses; direction of laboratory-based student research, supervision of internships and co-op experiences; study-abroad activities.
    - iii. Engaged teaching, course- or curriculum-related teaching/learning activities that involve students with the community in mutually beneficial ways. This includes, but is not limited to, service learning and other community-based learning experiences, internships and co-op experiences, and involvement in community-based research or other special projects.
    - iv. off-campus teaching
  - b. Scholarship and creative activity
    - i. NKU is strongly committed to the scholarship of discovery, integration, engagement, and teaching and to creative activity in all its diverse forms.
    - ii. NKU’s commitment to public engagement and our metropolitan location provides specific opportunities for new and evolving forms of research, including research that draws on and supports its environment. The expansion of opportunities beyond, but including those of more traditional research, requires special consideration in documenting and evaluating results.
    - iii. Scholarship of Engagement, including community-based research, technical assistance, demonstration projects, impact assessment, and

policy analysis; scholarly work relating to the study or promotion of public engagement.

- iv. Scholarship of Teaching, including applied research regarding various pedagogies, student learning, and assessment practices; development and dissemination of materials for use in teaching beyond one's own classroom.
  - v. Influence on the discipline or some community of people.
  - vi. Reports, including technical reports, reports prepared for a community partner or to be submitted by a community partner.
  - vii. Letters from external colleagues, external agencies, or organizations attesting to the quality and value of the work.
- c. Service to the university, the discipline/profession, and the community
- i. Service to the community extends beyond the University's borders and should be related to the faculty member's discipline or role at the University.
  - ii. Providing service to a local, regional, or global community or governmental agency, such as the P-12 community, non-profit agencies, economic development forces.
  - iii. Facilitating or improving organizational development in the community.
  - iv. Providing services to support or enhance economic development in the region.
  - v. Providing consulting services or technical assistance.
  - vi. Planning and/or implementing public events, such as teaching non-credit classes or workshops; providing public lectures, arts performances, art displays; participating on panels or symposia for public presentation.
  - vii. Serving on boards, committees, commissions utilizing one's disciplinary expertise.

viii. Providing public writing services, including grant proposals and grant awards for an organization or community.

ix. Other (to be added by the college or department).

4. The work may be evaluated by an external agency.

[http://www.nku.edu/~senate/docs/faculty\\_handbook.pdf](http://www.nku.edu/~senate/docs/faculty_handbook.pdf)

### **Syracuse University Faculty Manual**

#### **2.33 areas of expected faculty achievement: teaching, research, and service**

As a research university, Syracuse University expects that faculty members will be actively engaged in an intellectual and creative life that enhances the knowledge base and/or otherwise extends the boundaries in their chosen areas of concentration. The University also has a tradition of permitting various allocations of effort across research and teaching. Schools and Colleges are expected to provide guidance to all faculty regarding allocations of effort. In particular, Schools and Colleges must provide guidelines for those individuals whose teaching, research, and service do not sharply divide into distinct categories so that they can present integrated dossiers and accounts of activities.

(5 paragraphs down)

Syracuse University is committed to longstanding traditions of scholarship as well as evolving perspectives on scholarship. Syracuse University recognizes that the role of academia is not static, and that methodologies, topics of interest, and boundaries within and between disciplines change over time. The University will continue to support scholars in all of these traditions, including faculty who choose to participate in publicly engaged scholarship.

1 a) and b) below is not on this web section

1. Areas of expected faculty achievement: teaching, research, and service

a. Teaching:

i. In addition to the instruction of individual courses, activities under the heading of teaching may include supervising independent study projects;



advising; arranging and supervising internships, clinical placements or student research; serving on graduate examination committees and thesis, dissertation, dossier and portfolio review committees; providing professional development for teaching assistants; involving students in community engagement projects; and instructing non-SU students or community members in a variety of venues.

- b. Research/Scholarship/Creative Accomplishment:
  - i. Publicly engaged scholarship may involve partnerships of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, creative activity, and public knowledge; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address and help solve critical social problems; and contribute to the public good.

In 233 – under ‘research/scholarship/creative accomplishment:

Faculty members belong to scholarly and professional communities and are expected to advance these communities by contributing to knowledge through research or other forms of creative work. The Syracuse University faculty is strong in part because it engages in scholarship that comprises a spectrum of excellence from disciplinary to cross-disciplinary, from theoretical to applied, and from critical to interpretive.

Scholarship means in-depth study and learning, and inquiry and experimentation designed to make contributions to knowledge in specific fields or relevant disciplines. Scholarship, as measured by peer recognition of its originality, impact on, and importance to the development of the field(s) or relevant disciplines, is demonstrated most typically by refereed publications--in journals, books of high quality, or other influential venues. It can also be demonstrated by high quality publications in other non-refereed but influential journals. Scholarship and research accomplishments are also demonstrated by the design and execution of basic or applied research in the laboratory or in the field; through the presentation of papers at organized scholarly meetings, usually at the national or international level; through the attraction of external support or competitive fellowships and awards appropriate to the faculty member's field(s) of study or relevant disciplines; through such activities as editing, translation, the acquisition of significant patents, the compilation of information, and the development of materials that make information more accessible to researchers, other scholars, practitioners, and the public; and lecturing in professional and other public forums.

Skip 2 paragraphs, then:

One can contribute to these goals in many ways -- individually through each of teaching, service and scholarship or in an integrated form, all highly valued by Syracuse University-- but such

activity counts as scholarship only when it makes a contribution to knowledge in specific field(s) or relevant disciplines. Such scholarship is to be evaluated with the same rigor and standards as all scholarship.

All scholarship will meet common expectations in terms of 1) ways of doing the work (e.g., formulating problems, choosing topics of inquiry, framing questions, using systematic processes or methods, setting goals, making and carrying out plans, sustaining a scholarly agenda, observing ethical standards); 2) means of legitimating the work (e.g., providing theoretical foundations, making reasoned arguments, documenting the work, representing the work in various media, disseminating it to appropriate audiences and users, assessing outcomes or projects through review by appropriate evaluators); 3) connections to prior/current scholarship and to an intellectual community or communities (e.g., drawing on other scholars' work, contributing to current work, building on a scholar's previous work, placing work in an intellectual tradition); 4) qualities of the work (e.g., rigor, objectivity, caution, currency, originality, generativity, independence of thought, critical stance, commitment); and 5) significance (e.g., audiences addressed, importance of goals, relevance beyond immediate project, effect on field, contribution to the public good).

c. Service:

Syracuse University asserts the importance of faculty service for the vitality of its academic community, for the professions it represents, and for society at large. Significant accomplishment in the area of service alone is not sufficient for the attainment of tenure. However, significant accomplishment in service, when in conjunction with or integrated with high quality teaching or research, strengthens the candidate's dossier. Service includes membership or leadership on committees at program, department, school/college, or university levels as appropriate to the faculty member's rank, as well as administrative functions or other leadership roles. In addition to formal assignments of duties, faculty individually can prove valuable in efforts such as recruiting and mentoring students, faculty, and staff. Service also includes contributions to professional societies, governmental and academic institutions, and the community at large when these contributions reflect faculty members' professional expertise or standing. The expectation regarding the quantity of service activities for faculty in the probationary period may vary by unit, according to its size and norms. All service activities should be of high quality.

[http://www.syr.edu/academics/office\\_of\\_academic\\_admin/faculty/manual/tenure.html#233](http://www.syr.edu/academics/office_of_academic_admin/faculty/manual/tenure.html#233)

## **University of Memphis**

### *2007 Faculty Handbook*

#### 1. Scholarship

- a. Scholarship can be divided into five sub-categories: application, creative activity, inquiry, integration, and the scholarship of teaching. Individual faculty are not expected to contribute in all five subcategories of scholarship. Some overlap in the meaning of the five subcategories is inevitable, and a particular scholarly contribution may fall under more than one subcategory. These subcategories are:
  - i. Creative activity
  - ii. Inquiry
  - iii. Integration
  - iv. The scholarship of teaching
  - v. Engaged scholarship now subsumes the scholarship of application. It adds to existing knowledge in the process of applying intellectual expertise to collaborative problem-solving with urban, regional, state, national and/or global communities and results in a written work shared with others in the



discipline or field of study. Engaged scholarship conceptualizes "community groups" as all those outside of academe and requires shared authority at all stages of the research process from defining the research problem, choosing theoretical and methodological approaches, conducting the research, developing the final product(s), to participating in peer evaluation. Departments should refine the definition as appropriate for their disciplines and incorporate evaluation guidelines in departmental tenure and promotion criteria.

## 2. Service

- a. Service includes service to the university, service to the profession, and outreach to the community. These functions may overlap in some instances.
- b. Outreach, or service to the community, primarily involves sharing professional expertise with the wider community and should directly support the goals and mission of the university. Under very rare circumstances, outreach may include non-professionally related activities outside the University. Some departments and disciplines, given the nature of their professional work, will be more involved in outreach than will other departments and disciplines. Community outreach is particularly valuable for an urban university such as the University of Memphis.
- c. *Service* is a term encompassing a faculty member's activities in one of three areas: outreach or public service, institutional service, and professional service. The *outreach or public service* function of The University of Memphis is the University's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the University. A vital component of the University's mission, public service must be performed at the same high levels of quality that characterize teaching and research.

[http://www.memphis.edu/facres/pdfs/faculty\\_handbook\\_2007.pdf](http://www.memphis.edu/facres/pdfs/faculty_handbook_2007.pdf)

**University of Western Sydney**



*Promotion to Lecturer, Senior Lecturer, Associate Professor*

1. In presenting the case for promotion, each of the fields of attainment must be addressed in the following format:
  - a. Specify which particular criterion area or areas you wish to be considered for promotion e.g., Achievement in Research, including engaged research, and/or Scholarship and/or Research-based Professional Consultancy Activities, you might specify Scholarship and Research-based Professional Consultancy Activities.
  - b. Indicate for each field of attainment the basis on which this criterion is to be considered by deleting whatever is not applicable: i.e. outstanding/meritorious/satisfactory.
  - c. For each field of attainment, provide a statement of major achievements or contributions
2. Achievement in Research, including engaged research, and/or Scholarship and/or Research-based Professional Consultancy Activities
3. Experience and Achievement in Teaching, including engaged teaching, and/or Curriculum Development and/or Educational Leadership and/or Educational Development and/or Learning Development
4. Contribution to Institutional Leadership and/or Governance at UWS and/or the university sector and/or service to the relevant profession or academic discipline and/or Service to the community

<http://policies.uws.edu.au/view.current.php?id=00060&dvid=3>

## **Portland State University**

*KerryAnn: The promotion and tenure guidelines at Portland State University provide a framework for the faculty to use when considering criteria to include in their quest for promotion and/or tenure. Below are excerpts which have implications for portfolio development that are included in the PSU Promotion and Tenure Guidelines:*

P. 4

At PSU, individual faculty are part of a larger mosaic of faculty talent. The richness of faculty talent should be celebrated, not restricted. Research, teaching, and community outreach are accomplished in an environment that draws on the combined intellectual vitality of the department and of the University. Department faculty may take on responsibilities of research, teaching, and community outreach in differing proportions and emphases. Irrespective of the emphasis of the emphasis assigned to differing activities, it is important that the quality of faculty contributions be rigorously evaluated and that the individual contributions of the faculty, when considered in aggregate, advance the goals of the department and of the University.

All faculty have a responsibility to conduct scholarly work in research, teaching, or community outreach in order to contribute to the body of knowledge in their field(s). Effectiveness in teaching, research, or community outreach must meet an acceptable standard when it is part of a faculty member's responsibilities. Finally, each faculty member is expected to contribute to the governance and professionally-related service activities of the University.

p. 5

### **C. Scholarship**

The term *scholar* implies superior intellectual, aesthetic, or creative attainment. A scholar engages at the highest levels of life-long learning and inquiry. The character of a scholar is demonstrated by academic achievement and rigorous academic practice. Over time, an active learner usually moves fluidly among different expressions of scholarship. However, it also is quite common and appropriate for scholars to prefer one expression over another. The following four expressions of scholarship (which are presented below in no particular order of importance) apply equally to Research, Teaching, and Community Outreach (see E.2-4).

1. Discovery. Discovery is the rigorous testing of researchable questions suggested by theory or models of how phenomena may operate. It is active experimentation, or exploration, with the primary goal of adding to the cumulative knowledge in a substantive way and of enhancing future prediction of the phenomena. Discovery also may involve original creation in writing, as well



as creation, performance, or production in the performing arts, fine arts, architecture, graphic design, cinema, and broadcast media or related technologies.

2. Integration. Integration places isolated knowledge or observations in perspective. Integrating activities make connections across disciplines, theories, or models. Integration illuminates information, artistic creations in the literary and performing arts, or original work in a revealing way. It brings divergent knowledge together or creates and/or extends new theory.

3. Interpretation. Interpretation is the process of revealing, explaining, and making knowledge and creative processes clear to others or of interpreting the creative works of others. In essence, interpretation involves communicating knowledge and instilling skills and understanding that others may build upon and apply.

4. Application. Application involves asking how state-of-the-art knowledge can be responsibly applied to significant problems. Application primarily concerns assessing the efficacy of knowledge or creative activities within a particular context, refining its implications, assessing its generalizability, and using it to implement changes.

<http://pdx.edu/sites/www.pdx.edu.oaa/files/P&T%20guide%206-09%20b.pdf>



## **University of Massachusetts Amherst**

Scholarly Engagement is the creation, integration, application and transmission of knowledge for the benefits of external audiences and the University and occurs in all areas of the University Mission: research, teaching and service. The quality and value of Scholarly Engagement is determined by academic peers and community partners.

UMass Faculty Senate Outreach Council, 2006

Saul: at the following link, there are multiple sources, but google does not give me the original umass document or link to the above text.

[http://googlebox.oit.umass.edu/search?q=Faculty+Senate+Outreach+Council+Scholarly+Engagement+is+the+creation&btnG=Google+Search&sa=Go&client=default\\_frontend&proxystylesheet=default\\_frontend&proxyreload=1&output=xml\\_no\\_dtd&sort=date%3AD%3AL%3Ad1&oe=UTF-8&ie=UTF-8&ud=1&exclude\\_apps=1&site=default\\_collection](http://googlebox.oit.umass.edu/search?q=Faculty+Senate+Outreach+Council+Scholarly+Engagement+is+the+creation&btnG=Google+Search&sa=Go&client=default_frontend&proxystylesheet=default_frontend&proxyreload=1&output=xml_no_dtd&sort=date%3AD%3AL%3Ad1&oe=UTF-8&ie=UTF-8&ud=1&exclude_apps=1&site=default_collection)

## **Morgridge College of Education, University of Denver**

### **Promotion and Tenure Policy (May 18, 2009)**

The Promotion and Tenure Policy of the Morgridge College of Education of the University of Denver is intended to supplement the promotion and tenure policy of the University expressed in the Faculty Handbook, and to clarify how the Morgridge College of Education interprets the University policy for its faculty. The following criteria will be utilized as general guidelines in interpreting the quality of faculty work in Teaching, and Advising and Mentoring; Scholarship and Creative Activities; and Professional Outreach and Service in the Morgridge College of Education. The criteria used to determine the quality of faculty work in University-based Service differ from those applied to other categories (see page 5).

#### **General Criteria**

For promotion to associate professor the candidate shall have demonstrated competence and promise in Teaching, and Student Advising and Mentoring; Scholarship and Creative Activities; and Professional Outreach and Service to the University and to the public in proportions appropriate to the responsibilities assigned to the candidate during the period of evaluation. Also, there should be evidence of the beginning of regional, national, or international recognition of the candidate's achievements and ability.

For promotion to professor, the candidate shall have demonstrated excellence in Teaching, and Student Advising and Mentoring; Scholarship and Creative Activities; and Professional Outreach and Service to the University and to the public in proportions appropriate to the responsibilities assigned to the candidate during the period of evaluation. Also, there must be evidence of regional, national, or international recognition of the candidate's achievements and ability.

The college's appointment, annual review and mid-tenure review processes will determine the emphasis given to these areas of professional work, including the necessary advice, professional development, and support required to maximize the candidate's progression towards tenure and promotion.

These criteria embrace the college's recognition of Ernest Boyer's and other authors' broad view of scholarship, a view that acknowledges the value of many types of contributions including discovery, application, integration, teaching, and engagement. The college's recognition includes the understanding that community involvement can change the nature of faculty work, enhance student learning, better fulfill campus mission, influence strategic planning and assessment, improve university-community relations, and, enrich the public good.



Three of the four areas for evaluation, Teaching, and Student Advising and Mentoring; Scholarship and Creative Activities; and Professional Outreach and Service, will normally be judged by six criteria, though not to the exclusion of other evidence that may be appropriate in particular cases. These six criteria include clear goals; evidence of the context of disciplinary expertise, theory, literature, and best practices; appropriate methods; significant results; effective communication and dissemination; and reflective critique. Each of these criteria contains guiding questions to assist the candidate in preparation of review documents as well as a tool for the annual review and the candidate's overall career plan.

*A. Clear Goals*

- How does the candidate's work contribute to the department, college, and university mission, as well as the public good?
- How does the candidate's work identify and address significant questions arising from disciplinary, interdisciplinary and/or community questions?
- How have the candidate's objectives been formulated, refined, and achieved?

*B. The Context of Disciplinary Expertise, Theory, Literature, and Best Practices*

- How does the candidate show an understanding of relevant existing scholarship?
- What skills and contributions does the candidate bring to the work?
- Is the work intellectually compelling to the discipline, professional practice, interdisciplinary knowledge, and/or other communities of practice?

*C. Appropriate Methods*

- What is the candidate's rationale for selection of methods in relation to context and issue?
- How does the candidate use methods appropriate to the goals, questions and context of the work?
- How does the candidate effectively apply the methods selected?
- Does the candidate modify procedures appropriately in response to changing circumstances?

*D. Significant Results*

- How does the candidate's work add consequentially to the discipline (as evidenced, in part, by blind, peer-reviewed publications), areas of practice, and to the community?
- How are these outcomes evaluated and by whom?
- Does the candidate's work open additional areas for further exploration and collaboration?
- Does the candidate's work make a contribution consistent with the purpose and target of the work over a period of time?

*E. Effective Communication/Dissemination*

- Does the candidate communicate and disseminate effectively to appropriate academic audiences, practice areas, community partners, and public audiences/forums consistent with the mission of the institution?

*F. Reflective Critique*

- How does the candidate critically evaluate and refine the work?
- What sources of evidence inform the critique?
- In what ways have the discipline, practice areas, and community partners' perspectives informed the critique?

**Scholarship and Creative Activities**

Internal evaluation of the quality and impact of the candidate's scholarship by the Appointments, Promotion and Tenure Committee is supplemented by letters and critical reviews from nationally recognized experts in the candidate's discipline, and, when appropriate, nationally recognized leaders in the field of the institutionalization of community engagement, service-learning, professional outreach and service. When appropriate, candidates may select reviewers from settings outside the academy. These Community Peer Reviewers may include educators, psychologists, and librarians working in public policy and other applied settings; key community partners who are not academics by training, but who are experienced consumers of applied research and use academic scholarship for policy or organizational ends.

Community Peer Review is appropriate to assess: 1) the effectiveness of collaborative research methods; 2) the impact of applied research on publics; and/or 3) the overall professional outreach and service to the community or organization. Such review should be used as part of the overall review of candidates' work and in conjunction with traditional criteria and reviewers. While all of the above will be considered in evaluating scholarly activity, inevitably some additional evaluation will occur by the committee and by outside reviewers both as to type, amount, and quality of scholarly activity. The quantity and quality of research and creative activity ought to reflect clearly that the candidate has a recognized area of scholarly expertise that extends across academic, practice, and community settings and a pattern of focused interest, and should be in accordance with negotiated responsibilities.

The Committee shall consider the following as evidence of the impact of scholarly work:

a. Research or scholarly essays published in refereed journals or books, or, accepted for publication in journals or books.

- b. Scholarly books and peer-reviewed handbooks.
- c. Textbooks.
- d. Popularizations or applications of scholarly research and theory in journals, magazines, disciplinary newsletters, or books.
- e. Creative works.
- f. Computer programs or other media products.
- g. Book, test, and software reviews.
- h. Applications for and/or receipt of research or training grants.
- i. Other scholarly activity that advances the discipline, practice areas, and capacity of community partners. For example,
  - \_ Performing a program needs assessment.
  - \_ Evaluating an educational or community program or activity.
  - \_ Designing or conducting an educational or community survey.
  - \_ Providing technical assistance to an educational, community, or library organization to help that organization improve its operation.
  - \_ Designing training materials.
  - \_ Developing programs designed to enhance the delivery of services to educational, community, or library organizations.
  - \_ Providing training or mentoring to educational, community, or library practitioners or professional groups.
  - \_ Developing programmatic or organizational linkages among educational, community, or library agencies for the purpose of addressing an educational-related problem or policy.
  - \_ Invitations by other institutions or educational agencies to help plan, organize, and review educational practice activities.
  - \_ Assisting local, state, or federal policy makers with analysis or development of educational or social policy.
  - \_ Appointment to national commissions, committees, boards, etc.
  - \_ International educational, community, or library projects.

### **Professional Outreach and Service**

Professional Service and Outreach, versus private or personal service, includes high quality contributions to projects or initiatives that support the public good mission of the University of Denver and the Morgridge College of Education. Professional service and outreach includes activities that are grounded in and informed by the faculty member's disciplinary, interdisciplinary, or professional knowledge; addresses compelling intellectual questions; draws on the faculty member's knowledge base; and contributes to knowledge bases of the candidate's discipline, professional practice, interdisciplinary knowledge, and other communities of practice.





Professional Outreach and Service shall include significant efforts (i.e., evidence of impact and/or contribution) which add to the professional knowledge or career of the individual and which are undertaken as a formal or quasi-formal representative of the University such as:

- a. Serving as a national, state, or regional officer of an academic and/or professional society.
- b. Participating in major committees of such a society or discipline.
- c. Serving on appropriate governmental advisory boards.
- d. Consulting outside of the University based on professional expertise.
- e. Providing learning experiences (courses, internships, etc) which result in students having a positive impact on communities through service.
- f. Forming and maintaining good working relationships with community partners that have mutual benefits (e.g., grants, program development) and help build community and institutional capacity for engagement.
- g. Providing leadership to state or community boards or agencies based on professional expertise or other similar services.
- h. Serving as editor, member of an editorial board, or reviewer of manuscripts for publications.

With regard to the criteria listed above, there should be some definite evidence of regional, national, or international recognition of the candidate's professional achievements and ability such as:

- a. Statements from recognized authorities in a relevant discipline or practice area relating to the individual's work and abilities.
- b. Invitations to speak at or participate in major international, national or regional conferences; consultation in schools, colleges, businesses, government agencies, or not-for-profit organizations.
- c. Prizes and awards or other forms of recognition of an individual's achievements.

**[depts.washington.edu/ccph/.../APT\\_policy\\_Final\\_May\\_18\\_2009.pdf](https://depts.washington.edu/ccph/.../APT_policy_Final_May_18_2009.pdf)**

## **IUPUI 2009-2010 P&T Guidelines**

### **SECTION V: Professional and University Service**

#### **Faculty: Documentation of Professional and University Service**

This section generally consists of supporting documentation related to service and, if this is the area of excellence, a Statement on Service (a narrative that is a maximum of 2 single-spaced pages analyzing the service area). Candidates should provide the following evidence to service in Section V. They should feel free to address other points not identified below:

- Professional service is normally provided to three specific groups:
  - the public (e.g., various local, national, and international communities; clients; and/or patients);
  - the profession or discipline;
  - the campus and University.
- Satisfactory professional service is expected of each faculty member and librarian.
- The importance assigned to service in considering candidates for promotion or tenure may vary according to individual circumstances and the mission of the unit.



- Professional service, including professional service in the community and patient or client services, is characterized by those activities conducted on behalf of the University that apply the faculty member's and librarian's disciplinary expertise and professional knowledge of interrelated fields to issues in society.

To be the basis for tenure or advancement in rank, University and professional service must be directly linked to the unit and campus mission; the quality and impact of professional service must be evaluated within this context and must be assessed as academic work.

- In documenting excellence in professional service, faculty must be alert to the need to collect information and evidence at the time services are provided so that it can be used later to demonstrate impact.

- To be considered as the basis for advancement in rank or for tenure, professional service must be documented as academic work characterized by the following:

- command and application of relevant knowledge, skills, and technological expertise;
  - contributions to a body of knowledge;
  - imagination, creativity and innovation;
  - application of ethical standards;
  - achievement of intentional outcomes; and
  - evidence of impact.

- Peer review within IUPUI and by disciplinary or professional peers at other universities or public settings is an essential component for evaluating all aspects of professional service, as it is for teaching and research.

- Evaluations of effectiveness by clients, patients, and other recipients of or participants in professional service activities may be critically important as evidence that can be summarized and assessed by disciplinary peers. Evaluation of service impact may include outcome data for the population served, compliance with evidence-based practice guidelines, or comparative data from benchmark groups.

- For lecturers, service may be directed toward the academic unit, but must be characterized as intellectual work to be considered as professional service. For example, developing standards for the assessment of the portfolios of entering students may be appropriately classified as professional service.

- Excellence in professional service ordinarily results in the dissemination of results and findings through appropriate publication, whether in print or electronic media. The journals, books, or web documents in which faculty publish the results of their service activities should be assessed and evaluated by department chairs (or deans) in the same manner as they are for research or teaching publications.

- Faculty claiming excellence in service, whose professional service consists primarily of patient or client service, must document how their work exceeds normative levels of activity and is, in fact, excellent because it contributes to the knowledge base or demonstrates a level of proficiency that itself illuminates practice for others. In all cases, this work must have impact

beyond the direct recipient of the service; and be documented through appropriate publications or dissemination activities.

- As with research, professional service may span traditional disciplinary boundaries. In such instances, candidates and chairs or deans may wish to develop appropriate procedures (e.g., a specially composed primary committee) to ensure that the nature of interdisciplinary professional service is fully and adequately understood and assessed.
- Professional service to clients and patients as well as to the discipline may be local, regional, national, or international.

This section should minimally include the following items:

- **Description of the candidate's professional service activities.**

- o Faculty involved in clinical practice should describe the variety and extent of patient or client care.
- o Those activities that are truly exceptional should be annotated to differentiate these activities from the level of clinical service expected as a normal distribution of effort.
- o Faculty presenting committee or voluntary service as evidence of achievement in service should demonstrate that it is a direct reflection of professional expertise and has been evaluated by peers as substantive professional and intellectual work.
- o Professional service that is the basis of advancement in rank or tenure must be clearly established as academic work.

- **Evidence of the significance and impact of the professional service** should be provided through tangible results that can be assessed in the context of unit and campus mission.

- **Evidence of the candidate's individual contributions**, especially when the professional service is collaborative in nature; specific contributions of the candidate should be noted.

[www.informatics.iupui.edu/files/2009-2010-IUPUI-PT-Guidelines.pdf](http://www.informatics.iupui.edu/files/2009-2010-IUPUI-PT-Guidelines.pdf)

## California State University Monterey Bay

### 2.00 Areas of Scholarship and Scholarly Work

This document strives to both expand and deepen the definition of scholarship to encompass all outstanding faculty work that furthers the educational goals of students, faculty, academic units, the university as a whole, and the community. This more inclusive definition allows for a greater



recognition of diverse faculty activities. Faculty have a responsibility to their students, their disciplines, the community, and the university to strive for outstanding intellectual, ethical, aesthetic, and creative achievement. Such achievement in the four scholarship areas of Teaching and Learning; Discovery, Creation and Integration; Professional Application; and University Service, is an indispensable qualification for retention, tenure, and promotion. While the categorical division of faculty roles into four scholarship areas serves to clarify a complex evaluation process, it is important to remember that these divisions function primarily as tools for the assessment of faculty work. Although these areas are categorized below, it is critical to underscore that sharp distinctions between these categories do not exist and that scholarly activities should emphasize collaborative and integrative relationships. It should also be emphasized that no faculty member shall be expected to commit an equal amount of time, make an equal contribution, or achieve equally in the four categories of scholarly work described hereafter.

#### **2.10 Teaching and Learning**

Contributions to Teaching and Learning involve facilitating student learning, critical thought, and inquiry, as well as transmitting, integrating, interpreting, and extending knowledge. In addition, teaching should reveal and develop diverse perspectives, help to facilitate creativity and life-long learning, and work to integrate various principles central to the vision of CSU Monterey Bay. The faculty member's contributions to Teaching and Learning shall be evaluated using the Performance Evaluation Standards for scholarly achievement (Appendix A, section A.3). Activities to consider in the evaluation of Teaching and Learning may include, but are not limited to, those listed in Appendix A, section A.2.

#### **2.20 Discovery, Creation and Integration**

This scholarly activity constitutes academic work that confronts the unknown, seeks new understandings, and/or offers a new perspective on knowledge, through both individual and collaborative work both within and across disciplines. The faculty member's contributions to Discovery, Creation and Integration shall be evaluated using the Performance Evaluation Standards for scholarly achievement (Appendix B, section B.3). Activities to consider in the evaluation of Discovery, Creation and Integration may include, but are not limited to, those listed in Appendix B, section B.2.

#### **2.30 Professional Application**

Faculty engaged in Professional Application use their academic training and experience to serve the public and contribute to the CSU Monterey Bay vision. The diversity of external needs, as well as faculty training and experience, leads to many different forms of Professional Application; however, Professional Application activities share all of the following distinguishing characteristics:

- a. They contribute to the public welfare or the common good;
- b. They call upon faculty members' academic and/or professional expertise;
- c. They directly address or respond to real-world needs; and
- d. They support the CSU Monterey Bay vision.

The faculty member's contributions to Professional Application shall be evaluated using the Performance Evaluation Standards for scholarly achievement (Appendix C, section C.3). Activities to consider in the evaluation of Professional Application may include, but are not limited to, those listed in Appendix C, section C.2.

#### **2.40 University Service**

University Service includes service to the discipline, department, college, and university. Faculty engaged in University Service contribute to the shared governance system and institutional development through a variety of activities including service on committees, task forces, policy advisory bodies, and the development and management of academic programs. The faculty member's contributions to University Service shall be evaluated using the Performance Evaluation Standards for scholarly achievement (Appendix D, section D.3). Activities to consider in the evaluation of University Service may include, but are not limited to, those listed in Appendix D, section D.2.

<http://ap.csUMB.edu/retention-tenure-promotion>

Saul: document downloaded by clicking 'New Policy 2011'. Then to go: Sections 2.0-2.4, pages 2-3

## **Gonzaga University**

### **302.00 CRITERIA FOR PROMOTION, REAPPOINTMENT, AND TENURE**

### 302.01 General Criteria

a. The essential criteria for promotion, reappointment, and tenure are teaching (or performance in the case of library faculty), professional development, advising, and academic citizenship. In the undergraduate programs of Gonzaga, more emphasis is placed upon teaching excellence and less upon research than is the practice in research institutions or in Gonzaga's graduate programs. It is clear that to maintain the standard of teaching which Gonzaga desires, research activity or similar continuing professional development is essential. To the extent that faculty are involved in graduate level education, there is a greater expectation for contribution to professional knowledge through scholarly writing. Effective advising and professional contact with students outside the classroom are also necessary to reappointment, promotion and tenure. Additional factors which are necessary for reappointment, promotion, and tenure include commitment to the specific objectives and goals of the department, college, or school, and to the missions of the University as demonstrated by service to and participation in the life and governance of the University.

b. All faculty members are advised, at the time of initial appointment, of the substantive standards and procedure generally employed in decisions affecting renewal and tenure. Any special standards of the faculty member's department or school are also brought to the individual's attention at this time. Each faculty member is advised of the time when decisions affecting renewal or tenure will be made and is given the opportunity to submit material which is believed will be helpful to an adequate consideration of the circumstances.

c. In its promotion, reappointment, and tenure procedures, the University seeks to insure both excellence in its faculty and fairness to individual faculty members under consideration. The University's administrators, appropriate committees, and the schools, divisions, and departments, bear responsibility for describing standards and procedures. The individual faculty member bears responsibility for becoming familiar with standards and procedures [see section 303]. The essential criteria for promotion, reappointment, and tenure are the following.

### 302.02 Teaching



Gonzaga University is committed to excellence in teaching. The development of the whole person and the pursuit of truth are fundamental components of its mission. Teaching is both an art and a science. It demands constant innovation and improvement.

a. There are a variety of signs of teaching excellence including: presenting subject matter clearly while recognizing its complexity; enthusiasm for seeking, possessing, and sharing knowledge; bringing subject matter, when appropriate, to bear on the present human condition; encouraging students to explore, invent, and discover; inspiring in students a desire to continue studying and learning; and challenging them to grow beyond their present capacities; and, when appropriate, relating subject matter to human values, issues of peace and justice, and other dimensions of the human condition.

b. The sources of evidence for such evaluation include the following: the written evaluations of appropriate administrators, students, and colleagues, supported by concrete evidence and examples; classroom visitation; the achievements of current and former students; a thoughtfully developed philosophy of teaching; evidence of continued development of pedagogical skills; directions of theses, dissertations, projects, internships, or other major works; program development; and preparation of new courses and course materials.

Saul: faculty handbook is not public, either by download or live link so we do not have a link or page location for text above

On the following link: [www.gonzaga.edu/...and.../rrt\\_notebook\\_guidelines\\_23nov11.pdf](http://www.gonzaga.edu/...and.../rrt_notebook_guidelines_23nov11.pdf)

*Is a guideline for* Petition for Promotion in Rank or Petition for Tenure with some useful text.



## **Xavier University**

### **B. Scholarship**

Scholarship is here defined as a process that generally includes, in various modes according to disciplines, the definition of a problem, the formulation of a hypothesis, and the choice of a methodology, its end the creation of a product that advances knowledge. This progression from discovery through peer evaluation and review to “publication,” or making one’s scholarship public, takes many forms, including: traditional research (where articles and conference papers “make public” the results of inquiry); the creative output of the fine arts (where performance, art work, and text “make public” outcomes of different forms of investigation); and the Scholarship of Teaching, here defined as making public, in conference presentation or pedagogical journal, for example, results from studying a problem about an issue of teaching or learning through methods consistent with disciplinary epistemologies, with the end of enhancing student learning.

In assessing these scholarly outcomes, not only quantity, but quality, i.e. the originality of a given contribution, the degree to which it reflects innovation and creativity, must be considered. To this end, both the process by which a particular outcome is achieved and the value of the final product must be assessed, the first through brief narratives, interim reports, and so forth, the second by external measures such as citation indexes, surveys of the literature, and peer reviews, both from within the department and external sources. The Faculty Tenure Xavier University Faculty Handbook III-11

### **C. Service to the University and/or the Community**

Faculty must participate actively in the life of the department and of the University, thus advancing the mission of the University. When faculty serve outside the University in their academic roles, that activity likewise furthers Xavier’s mission. For using one’s disciplinary expertise to benefit the greater community brings the University into the community, bridging the gap between academic theory and the world outside the academy. In addition, the University highly values faculty service in a just cause.

Examples of university service:

- Departmental service
- Assistance to other departments
- Special mentoring of students
- Advisor to campus organizations
- Service on college and university committees
- Writing of grants

Examples of scholarly service:

- Serving in any capacity other than presenter at a conference (i.e. chairing panels, chairing conference, organizing program)
- Serving on the editorial board of a journal or press
- Serving on the administrative board of a professional organization
- Serving on the reviewing panel of a granting agency
- Reading or grading for national testing agencies, or helping to devise new national

tests.

Examples of public service:

- Consulting with community organizations (i.e. schools, churches, non-profit organizations, etc) within your area of expertise
- Serving on community/public boards of directors
- Performing regularly any volunteer activity undertaken to enhance the well-being of the community

<http://www.xula.edu/handbook/documents/fachandbook.pdf>

The Faculty Tenure Xavier University Faculty Handbook III- 11 (p. 60-61) . Service, p62

**Loyola Marymount University  
(DRAFT as of 2/3/11)**

For questions about the process Loyola Marymount has taken to discuss and revise their guidelines please contact Dr. Vicki Graf at [victoria.graf9@gmail.com](mailto:victoria.graf9@gmail.com)

The University Mission and Faculty Expectations at Loyola Marymount University: A Vision Statement: The President's Task Force on Rank and Tenure January 2010

Overview

Members of the faculty at Loyola Marymount University actively contribute to the mission and goals of the University, namely:

- the encouragement of learning;
- the education of the whole person;
- the service of faith and the promotion of justice.

To the extent that the mission and goals of the University are reflected in the identified priorities for tenure and/or promotion and the merit system for faculty, the more faculty members are enabled to support the institution in reaching its goals and in embodying the spirit of its mission.

The current document provides a foundation for ongoing departmental efforts to align their faculty expectations with respect to teaching/advising, scholarship/creative works, and service with the broader mission and goals of the University.

The University's reputation for academic excellence, its collegial culture, and its commitment to scholarly pursuit are largely due to its outstanding faculty. "As a premier Catholic university, Loyola Marymount University fosters a transformative and rigorous undergraduate and graduate educational experience emphasizing social justice, compassionate leadership, and ethical responsibility."



The University's strategic plan states, "To reach its ambitious goals, LMU is building upon its close-knit community, a vibrant intellectual and creative climate, a diverse faculty, staff and student population, a history of undergraduate and graduate education centered on care of the whole person, a continuing engagement with Southern California's cultural and economic development, and an ongoing dedication to Catholicism rooted in the traditions of its Jesuit and Marymount founding orders."

At the heart of this founding tradition is to "form men and women for others," and to prepare students to face a world that has ever greater need for "the faith that does justice." Rev. Peter-Hans Kolvenbach, S.J. stated that "the real measure of our Jesuit universities lies in who our students become" and that our goal is to "educate the whole person of solidarity for the real world." Further, the Marymount mission, rooted in the tradition of the Religious of the Sacred Heart of Mary, advocates a spirit that resonates with the call to justice, to live beyond our boundaries and to respond to the needs of the voiceless and marginalized." Members of the University community aspire to cross cultural understanding that promotes social justice, using inclusive and critical pedagogy to move beyond "tolerance of" the values and opportunities embodied in interculturalism. Thus, Loyola Marymount is distinctive as a comprehensive student-centered Catholic university, committed to the Catholic intellectual tradition and the transformative education of undergraduate and graduate students.

Each program, department, college, and school at LMU strives to cultivate a climate in which faculty may work together synergistically to fulfill its own goals, aligned with the mission and goals of the institution. In this spirit, the University recognizes that individual faculty members have different configurations of interests and abilities with respect to teaching/advising, scholarship/creative works, and service and does not expect all faculty members to contribute to the university in the same way. All faculty members, however, are expected to contribute to the mission and goals of the University in their own way, through these three inter-linked areas of faculty responsibility. The formation of LMU faculty members into their vocations as teachers, scholars, artists, and contributing members of the academic community is embedded in an ethos of *cura personalis*, such that individuals are regarded and respected as whole persons within their faculty roles.

At LMU, "mission" should not to be equated with "service." Whereas universities have traditionally treated the roles of teacher, scholar/artist, and service as separate and exclusionary, a commitment to "engaged" scholarship means that faculty see the



spectrum of their work holistically, where teaching, service and scholarship become more vigorous partners in the search for answers to our communities' and our nation's most pressing social, civic, and moral problems. An integrative approach to teaching, research, and service is based on the belief that "scholarship complements and enriches excellence in teaching and excellence in service" and provides the basis for an expanded understanding of how these areas may each contribute to the mission and goals of the university.

### **Teaching/Advising**

According to the *LMU Faculty Handbook*, "Excellent teaching is central to the University's mission and rooted in the traditions of the founding religious orders. The faculty member plays a vital role in carrying out the mission of the University by challenging and encouraging students to become life-long learners" (LMU Faculty Handbook, 12/98, v, 20).

The Jesuit and Marymount traditions in higher education emphasize a passion for quality and excellence, a commitment to life-long learning, a dedication to reflection, the centrality of ethics and values, the care of the whole person, and to "finding God in all things." Educating the whole person "significantly expands the context and meaning of successful learning" to include not only the acquisition of intellectual knowledge and skills, but also in learning to appreciate wisdom and compassion emanating from other realms of human experience.<sup>9</sup> In light of these traditions, students are encouraged to "use their individual and collective talents to work creatively in diverse arenas for the promotion of justice."<sup>10</sup> At LMU, faculty members carry forth this tradition with a focus on high standards and expectations for students, and a high quality, rigorous curriculum that demands students' best thinking, artistic expression, and work. Strengthening students' capacities for critical thinking, reflection, and expression—whether articulated through written, oral, physical or visual expression—is stressed among all LMU students. The educational process at LMU is rooted in a regard for each individual, not as a number or enrollment statistic, but in the context of their lives (*cura personalis*). The *LMU Faculty Handbook* defines teaching/learning broadly, stating that "it is the responsibility of the faculty member to create an environment that facilitates the learning process. The effective teacher makes the subject inviting, challenges the students to think critically, organizes the course content and materials to engage students and enhance the teaching/learning process, and evaluates students' progress towards specific outcomes/goals. The effective teacher knows his/her students, is responsive to them, is available for consultation, and welcomes questioning and opposing views. He/she uses a variety of teaching methods that are



suitable for the course and incorporates new developments in the field”.

The evaluation of faculty teaching effectiveness ideally incorporates multiple sources of evidence that cuts across a wide range of varied pedagogical approaches. Evaluation of teaching should not be based solely, or even primarily on student Loyola course evaluations, but may include the following areas<sup>11</sup>: (1) *course design* (for example, learning outcomes, rigor of content, alignment of assignments with student learning outcomes, etc.), (2) *course implementation* (for example, classroom environment, student engagement, etc.) (3) *evaluation of student work* (for example, course expectations, quality of student work, alignment of assessments, assignments and outcomes, grading approaches/policy, feedback to students) and (4) *student perceptions* (for example, student course evaluations and feedback). Sources of evidence to examine faculty teaching in these areas may include a wide variety of measures, such as syllabus review, peer observations, course or teaching portfolios, student course evaluations, student work or assignments, exams, portfolios, exhibitions, grading rubrics, and course grading distributions, depending upon the goals of the department, school, or college.

Recognizing that classroom teaching may represent only a portion of a faculty member’s educational activities, a review of teaching will also examine other ways in which a faculty member has gone beyond his/her conventional teaching responsibilities to enrich the student learning experience and/or advance the teaching mission of the department/college/university. Teaching that emphasizes direct experience to provide a potential “...catalyst for solidarity which then gives rise to intellectual inquiry and moral reflection,” for instance, may help students better understand linkages between the mission of the University, their classroom experiences, and the needs of the broader world.

Examples of other teaching contributions include: formal/informal mentoring; community-based learning opportunities (research, fieldwork, or scholarly/creative endeavors); effective use of technology; directing and participating in students’ theses or doctoral dissertations; and other significant curricular innovations. Contributions that lead to noteworthy student achievement (e.g., publications, presentations, performances, exhibitions, placements, and awards) in particular, are recognized.

Finally, “advising of students on a range of issues, including selection of an academic program, performance in courses, and preparation for a career, is the essential complement to effective teaching inside and outside the classroom” (V, 20, 12/98 LMU Faculty Handbook). A variety of systems are in place at LMU to support students in their personal and professional advising needs, but faculty members play a key role in



building relationships with students that will allow them to develop intellectually, spiritually, creatively, and professionally in their vocations. Indeed, “when professional priorities do not include teaching, advising, and building relationships with students, the intellectual and social environment of the college or university is weakened.” The university recognizes the importance of faculty advising of students, including both informal and formal activities. Effective and systematic advising has beneficial consequences for the intellectual and professional development and growth of students, for broader faculty understanding and ownership of the academic curriculum, and for the vibrancy of faculty–student relations within departments and in the university. These contributions to teaching, advising, and mentoring students, both in and out of the classroom, exemplify how teaching may be regarded and evaluated within the context of the University mission.

### **Scholarship/Creative Works**

All faculty members are expected to make scholarly contributions throughout their careers at the University. These contributions may vary over a career from discipline specific to interdisciplinary and from theoretical to applied or integrative in focus. As a student centered university, we are responsible for providing a balanced and critical reflection in a diversity of disciplines within an environment that fosters academic freedom. The habit of scholarly engagement is highly valued at LMU, with expectations based in an expanded view of scholarship and creative work that values the involvement of students:

*The pursuit of knowledge and creativity is essential to the university’s mission. Scholarship is the process of pursuing knowledge and creativity so as to participate in growth and further development in any area of study. This can be done through discovery, synthesis, and practice. Whenever appropriate, and as much as possible, scholarly efforts should involve students.”* (LMU Faculty Handbook, 12/98, V, 21)

The original Carnegie Foundation report highlighting Boyer’s seminal work (1990), *Scholarship Reconsidered: Priorities of the Professoriate* as well as subsequent work, describe these multiple forms of scholarship and creative works: the scholarship of discovery, integration, application and teaching.<sup>14</sup> These forms of scholarship and creative works mostly map onto those formally acknowledged in *LMU’s Faculty Handbook*.<sup>15</sup> The scholarship of *discovery* represents the forms of scholarship traditionally valued by the academy, as well as the diversity of faculty work in the creative, visual, and performing arts. The scholarship of *integration* or *synthesis* emphasizes connections between isolated, fragmented bodies of knowledge,





including interdisciplinary and integrative study. Success in producing new solutions, understandings or products for 21st century problems, questions and needs often hinges on the ability to integrate knowledge from two or more disciplines, potentially increasing the profile of this type of scholarly work. Although LMU has a vibrant Scholarship of Teaching and Learning (SoTL) community, with scholars participating across disciplines, this form of scholarship is recognized in some departments but not in others.

The creative works provide an integrative method of study that reflects a direct and empirical experience of the human condition. They are parallel to scholarship in their attempt to understand the human experience. The process of creative inquiry and discovery gives form to the deepest expressions of the human soul, and is a critical factor in cultivating the imagination. Thus, the arts at LMU are an essential part of expressing, delivering, and sustaining the mission. They are a transformative agent for social change and justice.

“Higher education was founded on a civic mission that calls on faculty, students, and administrators to apply their skills, resources and talents to address important issues affecting communities, the nation and the world.”<sup>16</sup> The scholarship of *application or practice*, (now recognized more appropriately as the scholarship of *engagement*<sup>17</sup>), emphasizes scholarship that addresses community needs. The mission of Loyola Marymount University to further the service of faith and the promotion of justice is closely aligned with this new form of engaged scholarship. At the faculty level, engaged scholarship encourages faculty to develop academically relevant work that simultaneously fulfills the campus mission and goals, as well as meets community needs.<sup>18</sup> At the institutional level, engaged scholarship connects the intellectual assets of higher education to public issues such as community, social, cultural, and economic development.

In the two decades since Boyer introduced the term, “scholarship of teaching,” the term itself has evolved along with the understanding of what it encompasses. At LMU, the scholarship of teaching and learning (SoTL) is understood to be scholarly work faculty do when they apply their disciplinary knowledge to investigate questions about teaching and learning, draw conclusions based on evidence provided by students, submit those conclusions to peer review, and make them available through presentations and publications for others in the academy to build upon. This student-focused research by its very nature involves elements of discovery, integration and application. It is pursued for the purpose of understanding and improving student learning not just in the scholar’s own





classroom, but across the academy. “Educators are beginning to notice the fruits of SoTL labors, and a growing number of publications and directives within the academy are drawing attention to the importance of taking a close look at how we teach and how students learn.”<sup>19</sup> Bringing to bear the intellectual inquiry talents of the faculty on the subject of student learning exemplifies the encouragement of learning, for the deeper understanding of the processes of teaching and learning that are provided in such studies yields significant benefits to the learning community as a whole.

The mission of faculty in working with students is to “tirelessly seek the truth and to form each student into a whole person of solidarity who will take responsibility for the real world.”<sup>20</sup> In this view, research, teaching, and learning are inseparable from the moral responsibility inherent in their social repercussions. Student involvement in the pursuit of knowledge and creativity, whether through scholarship that is oriented towards discovery, synthesis, engagement, or teaching and learning, embedded in this ethical and moral commitment, is the hallmark of scholarship consonant with the university mission, reflective of its core values, and exemplary of what distinguishes LMU from other institutions of higher education.

The *LMU Faculty Handbook* states that “specific scholarly activities and their rankings are determined by departmental faculty, schools and colleges in accordance with the generally accepted professional standards of their disciplines. Each department, school and college defines scholarship according to its discipline and goals” (12/98, v, 21). Written departmental standards of scholarship are expected to acknowledge and recognize the value of scholarly and creative work that involves students in ways that foster their intellectual and creative development, as well as their awareness of themselves as moral agents. In doing so, the mentoring of undergraduates and graduate students in research and creative activities is recognized as a core element of LMU’s student-centered, intellectual culture and a key feature of all departmental scholarship standards, rather than as a form of activity that can potentially obstruct a faculty member’s scholarly or creative “productivity.”

Departmental standards of scholarship and creative works should not be oriented towards any single mode of work (i.e., discovery, synthesis, and/or engagement) but are broad enough to address and recognize multiple modes of scholarly inquiry and artistic expression. When conducted collaboratively among faculty and students, these three forms of scholarship – discovery, synthesis, and/or engagement – work in concert as complete mission-oriented activities, encouraging learning, educating



the whole person, and service of faith and promotion of justice. Therefore, the University, through merit, tenure, and promotion should place significant value on each of them. Moreover, with a respect for *cura personalis*, the University recognizes and encourages the distinct scholarship abilities of the individual faculty member. These principles, therefore, are intended to enhance and expand the range of scholarly and creative works that are considered for rank and tenure purposes within each department.

Departmental standards will also need to address the issue of evaluating excellence in scholarly and creative works across these different modes of inquiry and investigation. “Quality” and “impact” are indicators that will be used to guide external evaluations of faculty work during the rank and tenure process at LMU, but widely-recognized indicators of the elements of scholarly and creative excellence across disciplinary and institutional boundaries include the following: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, creative application, and reflective critique. “Impact” is understood primarily as the impact of faculty work in the context of his/her area of scholarship and/or creative endeavor, but may also consider the impact of faculty work within the broader community. Developing appropriate techniques of evaluation of these forms of scholarship will be a challenge, but the rewards for such an achievement will be a fuller dedication to the University’s mission.

Scholarly and creative activities that contribute to the discipline including, but not limited to, the organizing of conferences, editing journals, reviewing submitted manuscripts, and creative/professional partnerships with the broader community, for example, could be regarded as part of a faculty member’s scholarly engagement that reflect contributions to his/her discipline or field, even though they have traditionally been regarded by the University as a form of service activity.

### **Service**

According to the *LMU Faculty Handbook*, “service contributes to the common good of the University community as well as to the achievement of the University’s goals and objectives.” (v, 22, 12/98). If the University’s ultimate goals and objectives are to “form men and women for others,” to prepare students to face a world that has ever greater need for “the faith that does justice” then the tremendous intellectual talent in the University needs to be used in a variety of ways to help the University fulfill its mission, goals, and objectives.

Members of the campus community “share responsibility for the formation of an



academic community based on mutual respect, friendship, and a shared commitment to the University's mission and goals." Service involves activities that contribute in meaningful ways to the life of the university and help it fulfill its mission, goals, and objectives, whether at the departmental, college/school, institutional or community level. These activities may radiate both inward to enrich the lives of the students and the university itself, and outward to provide leadership and promote social justice in the community and beyond. In addition, service roles provide fertile ground for the development of leadership capacity at an institution.

Service is an area of faculty responsibility that is integral to the life of the University and to the successful attainment of its mission. It must be recognized and valued as an important link to best practices in teaching, scholarship, and creative works. Engaged service in the community brings LMU into the world and embraces the larger community as a part of the fabric of the University. The act of serving operationalizes the mission; it is complementary to scholarship and is inextricably linked to the Jesuit and Marymount philosophy of education. By seeking out opportunities for building relationships with others – with students, with the institution and in the community, faculty members work creatively across diverse arenas towards the promotion of justice<sup>25</sup> and the attainment of the University mission. Through this service, faculty members model an important way of being "men and women for others."

**DePaul University**  
**Scholarship, Research and/or other Creative**  
**Activities**

Scholarship, research and/or other creative activities are expected of each faculty member throughout their professional life. For appointments to tenure track positions, there should be strong indications of the candidate's potential for these pursuits. Throughout the probationary years, faculty members should also be able to demonstrate success at completing projects and disseminating the results of these projects in the academic and artistic area beyond DePaul.

Evidence concerning scholarly contributions for the creative products should include:

- a complete professional curriculum vitae
- copies of these contributions when feasible
- assessment of these contributions by professional peers and other experts in the field, and
- self-assessment concerning scholarly growth and development

**Definition**

Scholarship encompasses four separate but overlapping functions:

- a. the advancement of knowledge through original discovery, usually within the context of a disciplinary field and practice, such that a significant contribution is made to the stock of human knowledge and the intellectual climate of the university;
- b. the integration of knowledge through cross- and multi-disciplinary investigations, through placing results of disciplinary research into broader frameworks of interpretation, by discovering the boundaries where older fields of inquiry converge and require a new field to develop;
- c. the application of knowledge in responsible ways to consequential problems of contemporary society, the larger community, so that one's scholarly specialty informs and is informed by interactions with that community;
- d. the representation and communication of knowledge through the development of pedagogical methods and tools that reflect on and enhance the intellectual community.

**Guidelines and Criteria**

1. Specific instances of scholarship should be evaluated in light of their a) originality; b) contribution to knowledge; c) conceptual or artistic sophistication; d) intellectual rigor or artistic skills; e) effective application of knowledge to address human problems or needs, and; f) effective communication of knowledge to audiences beyond the classroom.



2. If such instances of scholarship are not susceptible to such evaluation, they cannot satisfy the criteria for promotion and/or tenure.
3. Nevertheless, it should be acknowledged that an activity may be evaluated in various ways. For example, an academic unit may evaluate oral presentations by –without limitation – listening to recordings, examining drafts, or soliciting the views of other scholars (including other members of the faculty) who were in attendance. An evaluative body may judge the reliability of the evaluative factors available as to each such activity.
4. The faculty of a department, college or school will determine which forms of scholarship particularly advance and communicate knowledge within a disciplinary or interdisciplinary field and how the products of scholarship will be weighed.
5. Activities conducted solely within a candidate's classes, or designed merely to keep a candidate abreast of scholarly development in a field, should be considered in evaluating a candidate's teaching, not in evaluating whether a candidate has satisfied the standard delineated for scholarship, research and/or other creative activities.

[https://oaa.depaul.edu/\\_content/what/documents/FCHandbook\\_Chap3\\_2010.pdf](https://oaa.depaul.edu/_content/what/documents/FCHandbook_Chap3_2010.pdf)

Saul: Faculty Handbook Chapter 3 – Evaluation of Faculty, Pages 5-6

## **Seattle University**

### Elements of Faculty Quality

#### 3.1 General Considerations

A quality faculty committed to the University's mission of educating the whole person, providing professional formation, and empowering leaders for a just and humane world is essential to the achievement of that mission. Ability to contribute to the furthering of the University's mission is the basic consideration in the appointment and retention of faculty. Thus, policies and procedures pertaining to recruitment, appointment, promotion and tenure are intended to promote the mission of the University, to strengthen the quality of the faculty and, at the same time, to ensure equity for each person affected by these policies and procedures.

Recognition of the religious dimension of human life is fundamental to the identity of a Jesuit university. For Seattle University to achieve its mission and to maintain its identity, its faculty must be a community of scholarly persons with an acknowledgment of or a respect for its Catholic religious and cultural tradition. Each member of the faculty is expected to show a respect for the religious dimension of human life.

Given the Jesuit tradition and educational philosophy of Seattle University, the ability to contribute actively in a variety of ways to the Jesuit ethos of the University's educational work is a quality which the University seeks in prospective faculty members and recognizes in all faculty as a significant asset.

Because the functioning of the University depends upon the ability of the faculty to work effectively with students, staff and each other, the University expects that all faculty demonstrate collegiality and fairness in their professional relationships. In particular, in the exchange of criticism and ideas the faculty member shall show due respect for the opinions of others and strive to be objective in professional judgments of colleagues. Collegiality also implies a

willingness to participate responsibly in the service and governance responsibilities outlined in sections 3, 4 and 9 of this Handbook

### 3.2 Essential Considerations

Teaching excellence is the critical ingredient of quality for a faculty member at Seattle University. Teaching excellence requires scholarship, creative activity, and other forms of continued professional development. Excellence as a faculty member extends beyond the confines of the classroom to student advisement and to modeling the commitment to service we want to instill in students. The following descriptive criteria are intended as guidelines for individuals under consideration for faculty appointment, promotion or tenure, for those who recommend, and for those who actually decide for the University regarding faculty membership.

Criteria which will be used for faculty promotion and tenure include the following (see also sections 2, 3.1, 4 and 5):

#### Teaching

The primary role of each Seattle University faculty member is to educate students through excellence in teaching; this excellence has many components. The excellent teacher possesses a thorough and current knowledge of his or her discipline and of pedagogical research and theory as it applies to his or her teaching area. He or she conveys the key concepts and values in the discipline, enables students to learn the critical thinking and investigative processes of that discipline, and models appropriate strategies of inquiry and scholarship. The excellent teacher engages students actively in their own learning and promotes a spirit of inquiry and openness to knowledge. The excellent teacher organizes the course in a coherent way, describes clearly the expectations for students, uses appropriate evaluation techniques, and provides students with useful and frequent feedback about their learning. The excellent teacher shows a respect for his or her students and creates an environment that enables their growth as persons. The excellent teacher interacts with students in a caring way and, through concern for questions of values, justice and faith, helps sustain the Jesuit ethos upon which the university is founded.

Seattle University Faculty Handbook September 22, 2009

In keeping with its mission of educating the whole person, providing professional formation, and empowering leaders for a just and humane world, Seattle University expects its faculty to assume a major responsibility for advising and consulting with students. The central element in advising

excellence is genuine and sustained concern for students as persons and belief in their capacity for self-directed growth. Effective performance of advising duties includes, but is not limited to, willingness to be available to students for consultation outside the classroom; helpfulness in guiding students in such matters as research projects, career counseling, and academic concerns; familiarity with the current requirements of University programs and the students' achievement in relation to these requirements; and helpfulness in developing with the students an academic program which will help them gain as much as possible from their years at Seattle University.

#### Continued Scholarly Activity and Professional Development

Seattle University expects its faculty to give evidence of continuing scholarship and professional development. Scholarship means creative production. The scholarship encouraged by the University should be manifested in forms subject to peer review, typically, but not always, written. The following examples, while not an exhaustive list, suggest the range appropriate to Seattle University as a teaching institution: research, interpretive or theoretical articles or monographs for the profession; pedagogical articles or monographs; textbooks; professional presentations; reports of professional consultations; and creative work in art, dance, music, film, or literature. Under appropriate circumstances, other creative work may also be considered as scholarship: computer programs, innovative courses, curriculum, or program development, and so forth, so long as these products have a demonstrable positive impact beyond Seattle University. To the extent that faculty are involved in graduate-level education, there is a greater expectation of contributions to growth of knowledge through scholarly and professional activity.

#### Commitment to Service

In keeping with the Jesuit priority on service and the promotion of justice, Seattle University expects its faculty to exemplify commitment to service. Evidence of this commitment includes service on college and university committees; participation in special academic projects; initiative and responsibility for achieving the objectives of the department, the college or school, and the University; attention to specific needs of students; service to professional organizations; and community/civic activity as demonstrated through membership on or consultation to commissions, boards, public service organizations, etc.

[www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=56244](http://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=56244)





Saul: Faculty Handbook – 3.1 Elements of Faculty Quality Pages 10-12

**Missouri State University**

1

**DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY AND CRIMINOLOGY**

**Reappointment, Tenure, and Promotion Criteria and Guidelines**

*Adopted October 9, 2007*

*Revised October 30, 2007*

*Revised April 7, 2008*

Reappointment, Tenure, and Promotion Criteria and Guidelines

Section on Public/Engaged Scholarship

When evaluating scholarly outcomes for reappointment, tenure, and promotion, the Department values and encourages engaged or applied scholarship. However, in order to be considered the equivalent of traditional scholarly products (i.e. journal articles or book chapters), the engaged or applied scholarship must involve some sort of product available to a constituency and must involve peer review either by academics qualified to make a judgment and assessment of the work, or by demonstrating clear and significant community impact resulting from the scholarly outcome. Engaged or applied scholarship includes translational work (the communication of existing research in one's discipline to publics outside the field), and the collaborative production of knowledge (cooperative work with publics in developing and distributing new knowledge).

While never a complete substitute for publications in scholarly outlets, engaged or applied scholarship can be counted toward tenure and promotion as a portion, even a significant portion, of a candidate's scholarly activity qualifying them for promotion and/or tenure on this aspect of the faculty role. It is essential candidates relying on alternative scholarship forms when building a tenure and/or promotion case understand it is their sole responsibility to present a convincing argument their engaged or applied work constitutes significant scholarship. It is vital this work is reviewed by experts capable of making an objective evaluation, similar to the peer review process involved with publishing journal articles, book chapters, or book-length manuscripts. To satisfy the peer review requirement for engaged or applied scholarship, a candidate for tenure and/or promotion might use either of the following methods:

1. The candidate might request their engaged or applied work be sent to an external reviewer who has the credentials and professional reputation appropriate to evaluate the engaged or applied scholarly activity. The candidate may submit names of potential reviewers to the



Department Head; however, the FEC Chair and Department Head will make the final determination of an appropriate reviewer or reviewers. The Department Head and FEC Chair may decide to use more than one reviewer. The Department Head will contact the reviewer(s) and arrange for the evaluation process. If a candidate is going to pursue this type of peer evaluation for their engaged or applied scholarly outcomes, she or he should make a request for external review to the Department Head early enough so this review can be included in the portfolio and considered by the FEC, relevant faculty, and the Department Head.

2. The candidate might solicit letters from credible community or agency leaders sent directly to the Department Head. These letters should provide a detailed, specific discussion on the impact of a particular project or projects on either their agency or a community-based group. The Department Head will include

these letters in the candidate's tenure and/or promotion file. If a candidate is going to use this avenue for establishing significant scholarship, the candidate should request letters from these leaders early enough so this documentation can be included in the portfolio and considered by the FEC, relevant faculty, and the Department Head.

<http://soc-ant.missouristate.edu/assets/soc-ant/CompensationReviewPolicy32211.pdf>

***Revised again in 2011 to new link above and there is no text on public/engaged scholarship as pasted above***

## **California State University – Long Beach**

How should this process be documented in the RTP file?

Teaching - Adopting service learning as a pedagogical tool enhances faculty's teaching effectiveness by:

- Developing more powerful curricula that provides students with a “real world” context for theory and discipline-specific knowledge, thereby helping students to retain more relevant information
- Raising students' awareness about current social issues as they relate to academic areas of interest
- Engaging students in powerful, interactive classroom discussions that invite new perspectives and personal experiences
- Developing students' critical thinking, writing, and interpersonal communication skills
- Helping students learn about the complexities of social injustices and systemic problems
- Increasing awareness of students' community and community needs

Essential and Enhancing Criteria for RTP

Where does service learning fit when preparing the RTP file?

Each college within the California State University, Long Beach campus has established criteria for evaluating RTP candidates according to three major areas for review:

Teaching, Scholarship, and Service. While there are minor variations between colleges with regard to established criteria for reviewing RTP candidates, generally, non-tenured faculty are evaluated according to essential and enhancing criteria in each area. While it may seem obvious to place service learning in the category of service to the university and/or surrounding community, a careful examination of RTP policy documents for each college would challenge such an assumption. Essential criteria are defined as the nature and level of performance required of all faculty in [the] College. Enhancing criteria, by contrast, are aspects of a candidate's record of accomplishment that go beyond expected performance in terms of quality and quantity (specific definitions of enhancing criteria vary to some extent according to college). In all cases, nontenured faculty members are evaluated in terms of essential and enhancing criteria in the areas of instructionally

related activities, research and scholarship, and service.

### Instructionally Related Activities

What are essential criteria for evaluating instructionally related activities?

Although the areas for evaluating faculty teaching effectiveness do vary, generally, faculty are reviewed according to (1) pedagogy and method, (2) course preparation, (3) expertise, education, and experience; (4) ongoing professional development as a teacher, (5) ongoing professional development in the discipline, and (6) other criteria as appropriate per department; and, in many cases, student responses to teaching effectiveness. Various documents are required in evidence of teaching effectiveness in these areas including course materials (syllabi, handouts, etc.), grade distributions, methods for assessing student learning (process and outcome, knowledge, skills, and abilities, etc.), and bases for evaluating student learning (weighting of assignments).

Given these requirements, faculty who engage in the development and implementation of service earning courses satisfy most, if not all, of the essential criteria for instructionally related activities. Participation in the award/workshop series offered by the Community Service Learning Center all but guarantees that the above mentioned criteria will be met. Consider the following:

- **Pedagogy and Method:** Service learning is an innovative instructional method designed to engage students in critical thinking, communication, guided reflection (written and /or oral), and engaging classroom interaction – clearly an innovative pedagogical method for which a growing body of research literature supports its implementation in higher education.
- **Course Preparation:** As previously mentioned, there are rigorous standards imposed on course development. The CSULB campus community supports the participation of faculty with award programs and workshops designed to facilitate course development and implementation. As previously mentioned, faculty who participate in the workshop series sponsored by the Community Service Learning Center receive a minimum of six hours of instruction, the outcome of which is a completed course syllabus and community placement (see Page 3).
- **Expertise, education, and experience:** Not unlike students who enroll in service learning courses, faculty become integrally involved in their community and the community agency with which their students are working. They are constantly in communication with agency representatives, their students, and other individuals involved in the realization of their course. Development of the course requires that faculty are current in their discipline and readily able to identify (1) the needs of the community agency, (2) the way(s) in which their discipline can meet those needs, and (3) the way(s) in which their students are (or will be) prepared



to meet the challenges of a “real life” project. Taken together, this requires that faculty increase their expertise in service learning curriculum development, educate themselves with regard to trends in course development and assessment, and participate in the community experience in balance with course objectives.

- Ongoing professional development as a teacher/in the discipline: Engaging students in service learning experiences requires that faculty understand the challenges and risks associated with adopting innovative pedagogy. The fact that faculty are motivated to attempt alternative teaching methods should be recognized by their department, college, and the university.
- Student responses to instruction: Faculty who adopt innovative pedagogical methods take great risks with regard to students’ reactions to the unfamiliar and challenging. Our hardest critics, students are often remiss to accept what they perceive as additional workload (whether it is or not) or thinking “outside of the box.” At greatest risk, of course, are the acceptable standards for teaching effectiveness set forth in our current student evaluation system and the fact that student evaluations are heavily weighted. Although our current system of student evaluation falls short of assessing student responses to innovative teaching, items do address teaching effectiveness, relevance of course materials, etc. Faculty often engage in assessment practices specifically tailored to service learning curriculum (there are resources available in the Community Service Learning Center to assist faculty in developing assessment instruments).

What are enhancing criteria for evaluating instructionally related activities?

The Policy documents for all Colleges at CSULB (with the exception of the College of Engineering that defers to University Documents to define both essential and enhancing criteria for evaluation) specifically identify enhancing criteria in the area of instructionally related activities. In essence, “Enhancing Teaching Activities” include development of innovative approaches, exemplary ways of fostering student learning; outside classroom involvement such as academic advising, field trips, student mentoring, support of student organizations, retention activities; development of new curriculum, instructional programs or material, assessment of instructional activities; offering teaching colloquia or pedagogical workshops. Faculty Librarians are also required to volunteer to work desk hours in addition to those assigned, show evidence of heavy workload, and adopt innovative pedagogical improvements and procedures for providing instructional services to the CSULB community.

Additionally, within the College of Liberal Arts, enhancing criteria are defined according to Teacher-Scholar Teaching Activities that include classroom use of scholarly creative activities, especially peer-reviewed publications or concepts therein by faculty courses at CSULB and elsewhere; publication of widely adopted textbooks; peer reviewed on teaching outcomes and processes; peer-reviewed publications jointly



authored with reference of citation of the candidate's publications in widely adopted textbooks; supervision of students leading to peer -reviewed publications by the students; research projects with supervision of student research or theses; achievements of previous students that the faculty themselves attribute in writing to the candidate (College of Liberal Arts, Evaluation and Recommendation Form, 1997, p. 7).

In terms of enhancing criteria for instructionally related activities, service learning (by definition) is an innovative approach to fostering student learning. Additionally, service learning (by definition) involves students in activities outside of the classroom. Faculty participate in the development of new course materials, reflection activities (papers, journals, in-class discussions, etc.) and often develop additional ways of assessing the wide range of student learning process and outcomes inherent in service learning curriculum (e.g. teaching others, learning by doing, diversity, citizenship, assessment, etc.). The Community Service Learning Center and Center for Faculty Development encourage faculty who have developed and implemented service-learning courses to share their experiences with peers. For example, one session devoted to service learning during the GE Summer Institutes 2000 and 2001 included a panel of faculty who had received awards for the support of service learning curriculum development and who had also taught the resultant courses. In this way, faculties not only share their experiences but they advocate the use of service learning curriculum to their peers.

<http://www.csulb.edu/divisions/aa/personnel/evaluations/rtp/documents/CSLC%20Vals%20RTP.pdf>

Saul: Community Service Learning Center: Retention, Tenure and Promotion  
Document Pages 8-13

## **The University of Utah**

### **Evaluating Service-Learning as a Component of Teaching in the Tenure Process**

#### **Purpose:**

- This document suggests criteria by which an interested department could effectively evaluate a faculty member's service-learning contributions in the teaching component of the tenure process.

#### **Rationale:**

- Service-learning is a teaching methodology which links classroom learning and community service to enrich learning experiences and emphasize civic responsibility. Through service-learning experiences, students develop a sense of responsibility for their community and help to meet un-met societal needs. This document suggests criteria and documentation for service-learning in the evaluation of teaching.

Suggested criteria for evaluating a faculty member's Service-Learning teaching contributions:

- The service-learning contributions relate to the faculty member's area of scholarship.
- The faculty members service-learning contributions are responsive to a recognized need of individuals, organizations or other entities on campus and/or in the community and have significant and lasting impact.
- Service-learning interactions are carried out in partnership with the community being served.
- The faculty member demonstrates that his/her students have provided a needed service to members of the community at large rather than an exclusionary group.
- The service-learning methodology provides a way for students to process and synthesize the impact of the service learning experience on their understanding of the subject matter of the class
- The faculty member demonstrates that he/she has broadened students understanding of civic involvement, even though students may also focus on career preparation.
- The faculty member acts as role model for students and other faculty, especially in developing the student's understanding of the importance of community involvement.

In addition to thinking conceptually about service-learning in the tenure process, the faculty member may want to consider the following when compiling a self statement.

- Highlight the effects of service-learning on teaching and research.
- Describe a new or revised service-learning class as a teaching innovation.
- Note publications arising from service-learning course(s).
- Describe presentations on service-learning.
- Highlight innovations in teaching derived from service-learning
- Include excerpts from student reflection journals (with student permission) that detail what students have learned.
- Solicit external letters from students and/or community leaders describing how the professor's work changed or impacted the community.

#### Evaluation of Service-Learning

Evaluating your service-learning class may help you in determining what is working well and what could be improved as well as be important in your Retention, Promotion and Tenure processes. Information of course class





is best gathered at the time of the class, so plan ahead when anticipating evaluating your class.

In preparing to evaluate your class, a critical starting point is defining your goals of the class. It is likely you have goals that affect the participants, the institution, and the community. Participant goals refer to what you want the student to gain from the service-learning experience. These could be civic development, academic achievement or personal/social development. Institutional goals might be for your department or the university as a whole. Community goals usually involve meeting a need in the community, but may also include improved an relationship between the university and the community.

After thinking about these three areas, think about what your class is designed and intended to achieve. Is the primary focus on citizenship, academic achievement, or social or personal development? Are you primarily concerned with institutional or community impacts as the major measure of success? If the primary goal is citizenship, what exactly do you mean: knowledge of community issues or interest in volunteering? Would you consider your effort successful is students increased their knowledge of the community, but didn't increase the number of hours they volunteered in the community?

Rank your goals and focus on a limited number that represent the highest priorities. Determine how to measure progress toward the goal including what questions could be asked of students or the community that would show if you are meeting your goals. By distilling what you are trying to evaluate, you can gain a clearer understanding of how to evaluate it.

Realistic expectations of your results are important in an effective evaluation. Expectations should be ambitious, but not so high that they are unattainable. For example, expecting service-learning to increase attendance for the class to 100% is unrealistic: measuring if it increased attendance is more attainable. Don't forget to look at information or documentation you already have. The number of hours served and where may not need to be obtained from a survey. Student journals, comments from reflections, site evaluations may include relevant information that may be just what you need.

Document what you do as a coordinator and facilitator of the service.

This can be particularly Important for your RPT review. Describe in your documentation the class itself-what levels of students were in the class: what agencies were initially contacted and which were ultimately used: what type of service was performed: what activities took place in class relevant to the service.



If the results of a survey are not what you hoped, knowing what was done can be useful in determining what should be done in future classes.

Remember the University of Utah requires that all research involving living human subjects be reviewed and approved by the Institutional Review Board (IRB) prior to its mitigation. However, we anticipate most studies of service-learning classes would fall under the exempt category Normal Educational Practices. Research may be declared exempt if it is conducted in an established educational setting and involves normal educational practices in order to evaluate or compare instructional strategies, curricula, or methods. Here, the focus must be on the instructional strategy, method or curriculum, rather than on characteristics of the students. Note that the methods being studied must be considered "normal", typical or well-accepted in the field. (General University Institutional Review Board Application Kit. 16 May. 1996)

KerryAnn Found: <http://www.compact.org/advancedtoolkit/pdf/utah.pdf>

### **Lynton Criteria:**



**Driscoll and Lynton's Making Outreach Visible: A Guide to Documenting Professional Service and Outreach (1999),**

a companion volume to *Making the Case*, offers a comprehensive discussion of the documentation of engaged scholarship. The authors recommend that a portfolio include:

1. Description of the activity, noting purpose, goals, participants, and stakeholders
2. Context for the activity such as setting, available resources, constraints of resources and/or time, and political considerations
3. Faculty member's expertise and prior experience, connection of the current activity to the faculty member's future and past scholarly agendas
4. Choice of methods along with the literature base and hypotheses that directed those choices
5. Evolution of the activity based on ongoing monitoring and reflection
6. Outcomes and impact on stakeholders and what the faculty member learned; attach evidence of the effectiveness of the project such as monographs, newspaper reports, policy changes, funding of related projects, or legislation
7. Mode of dissemination to the profession or discipline.



Eastern Region | **Campus Compacts**

## Missouri State University

Missouri State University - The Department of Sociology, Anthropology, and Criminology invites applications for a full-time tenure track assistant professor in the sociology program beginning August 2009. The department is developing a public sociology focus and seeks candidates whose teaching encourages students to apply their sociological knowledge to public affairs and community problems. Applicants whose research interests hold the potential to engage public agencies, organizations, and communities are especially encouraged to apply. Preference will be given to candidates who teach and research in one or more of the following areas: urban, social movements, media, social problems and family. College teaching experience, demonstrated ability to conduct academic research, and a demonstrated commitment to public sociology are required. A record of scholarly publications and externally funded projects is preferred. A PhD in sociology is required by the time of employment. Scholarly activity and publication are required for tenure and promotion. Salary is competitive. Send application letter, vita, and a list of three references to John B. Harms, Department of Sociology, Anthropology and Criminology, Missouri State University, 901 S. National Avenue, Springfield, MO 65897. Consideration of applications begins October 1, 2008 and continues until the position is filled. See [www.missouristate.edu/academicopenings](http://www.missouristate.edu/academicopenings) for full description of position. Please direct further inquiries to John B. Harms, [JohnHarms@MissouriState.edu](mailto:JohnHarms@MissouriState.edu), (417) 836-5676. Employment will require a completed criminal background check at University expense. EO/AA.

Saul: needs location of original text

## **Emory and Henry College**

The following was sent in Dec 2008:

Assistant Professor, Public Policy and Community Service (PPCS), Emory & Henry College. Tenure-track with a focus on the interdisciplinary study of citizenship, community building, civic skills, and public policy. The PPCS degree program is a nationally recognized interdisciplinary social science program grounded firmly in a place-based participatory pedagogy.

All of the core courses in the major include a comprehensive service-learning component designed to enhance and extend the classroom curriculum. Teaching responsibilities will include community organizing, sustainable community development, politics and public policy, as well as the College's general education program.

The College is expanding its programming and outreach to communities in Southwest Virginia and the larger Appalachian region; the successful candidate will be asked to participate in this work. The College is currently working to develop a master's program focusing on civic leadership and community capacity building, and the successful candidate could eventually teach in this outreach program. Strong candidates will have a demonstrated commitment to service learning, working with local communities, problem-solving participatory education, and interdisciplinary scholarship. Some experience in a policy area such as energy and the environment, sustainable economic development, public education, or health care is preferred. Ability to teach in both quantitative and qualitative methods is desirable.

Emory & Henry is a private, liberal-arts, church affiliated college with an average enrollment of 1000 students. The college is located in the foothills of the Appalachian Mountains in Southwest Virginia. Candidates must demonstrate a commitment to undergraduate liberal arts education, to working one-on-one with students, and collaboration with faculty and staff in building strong partnerships across the curriculum and with communities. The successful candidate will be expected to help implement the PPCS program's model of place-based education. Ph.D. at the time of appointment is preferred. Provide CV, statement of teaching and research goals, 3 letters of recommendation, teaching evaluations (if any), a sample of scholarly writing, and transcripts to Dean Christopher Qualls, Emory & Henry College, P.O. Box 947, Emory, VA 24327. Review of applications will begin January 2, 2009 and continue until the position is filled. For more information about the PPCS degree program and a more complete job description, please refer to



[www.ehc.edu/employment/publicpolicy.html](http://www.ehc.edu/employment/publicpolicy.html).

Emory & Henry is an Equal Opportunity Employer. Women and minority candidates are strongly encouraged to apply.