

Portland State University

P.O. Box 751 Portland, OR 97207-0751

April 27, 1995

Dear Colleagues,

During fall term 1995 a university wide committee was charged by the Provost with the task of suggesting revisions to PSU's existing Promotion and Tenure Guidelines. This review of the current Promotion and Tenure guidelines was prompted by a national re-examination of the issues of faculty responsibilities and rewards. Following is a brief listing of some of the national articles and publications on faculty roles and rewards that were circulated to the committee in this process (available in the reserve library).

- The Piester Report, The Report of a Universitywide Task Force on Faculty Rewards, The University of California, June 26, 1991.
- Ernest Boyer, *Scholarship Reconsidered*, Princeton, The Carnegie Foundation for the Advancement of Teaching, 1991.
- Eugene Rice, "The New American Scholar" (*Metropolitan Universities Journal*, 1991).
- Edgerton, Russell, "The Re-examination of Faculty Priorities," *Change*, July/August 1993, pp. 10 - 25.
- Ernest Boyer, "Scholarship Assessed" delivered at the AAHE Faculty Roles and Rewards Forum, January 1994.
- Robert Diamond, *Serving on Promotion and Tenure Committees*, Bolton, MA., Anker Publishing Company, 1994.
- Reports of a number of disciplinary associations on the issue of defining scholarly work including:
 - American Academy of Religion;
 - American Assembly of Collegiate Schools of Business;
 - American Chemical Society;
 - American Historical Association;
 - Association of American Geographers;
 - Association for Education in Journalism and Mass Communication;
 - Geological Society of America;
 - National Council of Administrators of Home Economics.

In addition, these national issues were raised by the Portland State's report of a CLAS task force, *Redefining Scholarship for the College of Liberal Arts and Sciences*.

The Charge to the Committee

In this context, the Provost asked the committee to review PSU's existing promotion and tenure criteria to ensure that the criteria rewarded activities that support the PSU mission. The committee was specifically charged with proposing revisions to section III.C.3 "Criteria" in the current guidelines, *Portland State University Policies and Procedures for the Evaluation of Faculty Members for Tenure, Promotion and Merit Increases, October 1990 (reformatted September 1991)*. In addition, the committee found that its work necessitated suggested recommendations to section II "RANKS". The committee focused on criteria for tenure, promotion to associate professor, and promotion to professor. The committee has not addressed other ranks or merit issues. A separate subcommittee continues its work on an additional charge: the integration of the academic professional into the University Promotion and Tenure Guidelines and Processes.

Attached are draft revisions. New language is in bold type. Language proposed for deletion has been lined through. The committee is proposing a new section II on "Scholarship" to replace the old section III.C.3 on "Criteria". The new section III on "RANKS" would replace the old section II on "RANKS".

As discussed under "next steps" below, the committee wants to use these draft revisions to extend the discussions that we have had in committee to the larger University community. Now is a time to explore these issues in more depth with our colleagues across the campus before making our final committee recommendations to the provost. It is anticipated that our recommendations will play an important role in the provost's work on a national task force addressing the nature of scholarship and faculty reward structures. Over the next year, the task force discussions, begun this past March at the University of Arkansas at Little Rock, will be brought back to campus.

Summary of Major Changes

Following is a summary of the major changes proposed by the committee.

1. The previous guidelines discussed three categories of faculty activities:
 - Instruction
 - Faculty Research and Other Creative Activities
 - ServiceThe new guidelines discuss four categories of faculty activities (See sections II.D & E)
 - Research and Other Creative Activities
 - Teaching and Curricular Activities
 - Community Outreach
 - Governance and Professionally-Related ServiceThe new criteria distinguish *community outreach* that is tied directly to one's special field of knowledge and that engages a person's scholarship (See section II.D.3) from *governance and professionally-related service* (See section II.E). Governance and professionally related service activities may not directly contribute to the accomplishments of one's scholarly agenda, but are nonetheless important and worthy of collegial recognition because they create an environment that supports scholarly excellence and the achievement of the university mission.
2. The new guidelines recognize that student advising is an important aspect of teaching and curricular activities rather than merely a service activity.
3. The new guidelines clearly recognize that the major categories of research and other creative activities, teaching and curricular activities, and community outreach, can all be performed in scholarly ways.
4. To earn tenure and promotion to associate professor or professor, faculty are expected to make contributions to knowledge as a result of their scholarship (see the new section III on RANKS). Scholarship, whether research and creative activities, teaching and curricular activities, and community outreach, should be judged by the following criteria (See section II.C on Quality and Significance of Scholarship).
 - a. Clarity and Relevance of Goals
 - b. Mastery of Existing Knowledge
 - c. Appropriate Use of Methodology and Resources
 - d. Effectiveness of Communication
 - e. Significance and Impact of Results
 - f. Consistent Ethical Behavior
3. The quality and significance of an individual's scholarship should be assessed by peers and other multiple and credible sources (See sections II.C & D).
4. Scholarship may be expressed through four common forms of expression; discovery, integration, interpretation, and application (See section II.B). An active learner, over time, develops competencies in all expressions of scholarship. However, it is also quite common and appropriate for scholars to vary in the relative preference they hold for one expression over another. In expressing scholarship, an individual usually moves fluidly among all forms of expression.
5. Faculty are expected to establish a scholarly agenda that articulates an individual's focus on contributions to knowledge through varying weights and emphases on each of the scholarly responsibilities of research and creative activities, teaching and curricular activities, and community outreach. An individual's scholarly agenda may vary over time. In addition, scholarly agendas may vary from individual to individual. Each individual's scholarly agenda should be developed proactively and in consideration for the department/school mission. Departments, Schools and the College should establish guidelines for the appropriate distribution of these responsibilities.(See Sections II.A and III)

Summary of Expectations for Promotion and Tenure

Following is a brief graphic summary of the proposed expectations for tenure and promotion to associate professor and promotion to professor (See Section III on RANKS).

Tenure and Associate Professor

Scholarship

In the usual course of events, promotion to the rank of associate professor and granting of indefinite tenure should be considered concurrently. Promotion to the rank of associate professor requires the individual to:

- have made contributions to knowledge as a result of the person's scholarship. The accomplishment documented in a person's scholarly portfolio should be judged using the criteria for quality and significance of scholarship (see section II.C)
- demonstrate effective performance in the areas of research and creative activity, teaching and curricular activity, and community outreach, consistent with the individual's scholarly agenda.

Governance

An individual should perform his or her fair share of governance and professionally-related service activities of the University

**Professor
Scholarship**

Promotion to the rank of professor requires the individual to:

- have made significant contributions to knowledge as a result of the person's scholarship. The accomplishments documented in a scholarly portfolio should lead to the conclusions that the individual has accomplished a record of distinction, using the criteria for quality and significance of scholarship
- demonstrate effective performance in the areas of research and creative activity, teaching and curricular activity, and community outreach, consistent with the individual's scholarly agenda.

Governance

An individual should provide leadership or significant contributions to governance and professionally-related service activities of the university

Scholarly Contributions to Knowledge

The committee is unanimous about the importance of scholars making contributions to knowledge. As discussed in section II.C, "Quality and Significance of Scholarship" the committee believes that scholars communicate with appropriate audiences, and subject their ideas broadly to critical inquiry and independent review. Usually the results of scholarship are communicated widely through publications (e.g., journal articles and books), performances, exhibits, and/or presentations at conferences and workshops. In other words, scholarly accomplishments in teaching and curricular activities expected for tenure and promotion goes beyond outstanding classroom teaching. Scholarly accomplishment in community outreach go beyond high quality service to the local community. In each case, lessons learned through scholarly activities should be communicated with others regionally, nationally, and internationally to advance the discipline or interdisciplinary field, and should be subjected to review by peers and other multiple and credible sources.

Issue of Continuing Discussion

As the committee sends this document to the University community for further discussion, one key issue continues to be discussed. This issue relates to the concept of fundamental core activities. The committee is in full agreement about the expectation of scholarly contributions to knowledge and performance of one's fair share of governance activities. We continue to discuss the extent that each member faculty member should engage in the University missions of research, teaching, and community outreach. This draft states that all faculty are expected to demonstrate effective performance in the scholarly areas of research and creative activity, teaching and curricular activity, and community outreach, consistent with the individual's scholarly agenda. In other words, by the time an individual presents a portfolio for tenure or promotion, an individual should present accomplishments in each area, and one area cannot be reduced to the point where no accomplishments are expected. The draft guidelines also state that departments/schools should establish guidelines on the appropriate distribution of these activities.

Most committee members believe that it is appropriate for departments to establish guidelines about how faculty might appropriately engage in all of these activities. Further, most believe that each of the activities of research, teaching, and community outreach are so important to the university mission that every faculty member should, over the period of time of preparing for tenure or promotion, be engaged in each activity. Others believe that while each activity is a legitimate and important scholarly activity, that each should not be expected of every individual. Some committee members believe that it is appropriate to expect each department/school (or each school/college) to engage in research and creative activity, teaching and curricular activity, and community outreach, but not each faculty member. Some committee members believe that junior faculty should be expected to focus their scholarship on research and other creative activities and teaching and curricular activities; and that even at a senior level, not all faculty should be expected to demonstrate effective community outreach.

Next Steps

The committee wants to solicit your views on these matters, as well as on any other aspect of the draft guidelines. In addition, the committee would like to engage in discussions on how various departments might interpret these guidelines. This is a draft document, and the committee wants to listen to campus wide discussion and comments before returning to the task of preparing a final draft for the Provost's consideration. During the first two weeks in May the committee will meet with faculty in a variety of cluster meetings. Watch *PSU Currently* for an announcement of various cluster meetings. In addition, the committee solicits your comments in writing.

Your written comments will be particularly helpful to the committee. The committee encourages both comments on the revisions you support and a discussion of issues where you would recommend changes. If you recommend changes, the committee would appreciate it if you would (1) clearly outline your concern, and (2) propose alternative wording for the document. Please send your written comments to this committee in care of the Office of Academic Affairs by Monday, May 22, 1995.

Jan DeCarrico, Linguistics
Bob Everhart, Education
Bryan Johanson, Music
Marvin Kaiser, Liberal Arts and Sci.
Margaret Neal, Urban Studies and Planning
Ellen Skinner, Psychology, Chair
Bob Westover, Library

Bob Eder, Business Administration
Stan Hillman, Biology
Raymond Johnson, Special Assistant to the Provost
Cheryl Livneh, Continuing Education
Franz Rad, Civil Engineering
Ann Weikel, History
Norm Wyers, Social Work

POLICIES AND PROCEDURES FOR THE EVALUATION OF FACULTY FOR TENURE, PROMOTION, AND MERIT INCREASES

I. INTRODUCTION

Policies and procedures for the evaluation of faculty are established to provide the means whereby the performance of individual faculty members and their contributions to the university community may be equitably assessed and documented. The uniqueness of individual faculty members, of the departments of which they are a part, and of their specific disciplines has been acknowledged in the development of these policies and procedures; and, because of that uniqueness, the main responsibility for implementation of evaluation procedures has been placed in the departments. Review of the departmental procedures by the deans and by the provost has been established to provide equity of assessment throughout the university. Evaluation instruments are the means whereby information is gathered to provide a basis for evaluation. They do not constitute an evaluation in themselves. "Evaluation" is the process by which the information acquired by appropriate instruments is analyzed to determine the quality of performance as measured against the criteria set by the department.

Policies and procedures shall be consistent with sections 580 -21-100 through 135 of the Oregon Administrative Rules of the Oregon State System of Higher Education.

Approval and implementation of these policies and procedures shall be consistent with the agreement between Portland State University and the American Association of University Professors, Portland State Chapter and the internal governance procedures of the University.

A timetable will be established each year by the vice provost for academic policy and personnel to ensure that each level of review will have sufficient time for responsible consideration of tenure and promotion recommendation.

II. SCHOLARSHIP

A. Preamble

The task of a university includes the promotion of learning and the discovery and extension of knowledge, enterprises which place responsibility upon faculty members with respect to their discipline, their students, the community, and the university ~~and the community~~. The University's goal is to develop a community of scholars and effectively connect this scholarly community with students and with the larger regional, national, and international community.

It is the long-term goal of Portland State University to recruit, hire, develop, and promote faculty who exhibit exemplary scholarship in their academic achievements and in their interactions within the greater academic community, suggesting continuing growth and high potential. Scholarship is an over-arching, integrative concept that may be applied equally to faculty activities of:

- research and other creative activities (see D.1):
- teaching and curricular activities (see D.2)
- and community outreach (see D.3).

Each faculty member is expected to be in the forefront of their chosen discipline or interdisciplinary field, and to make contributions to knowledge as a result of their scholarly accomplishments. Further, each faculty member is expected to demonstrate effective performance in the scholarly areas of research and creative activities, teaching and curricular activities, and community outreach consistent with the individual's scholarly agenda. In addition, each member is expected to be a

contributing partner to the governance and professionally-related service activities of the university.

Each faculty member has the primary responsibility for career planning and for setting his or her own scholarly agenda. A scholarly agenda articulates an individual's focus on contributions to knowledge through varying weights and emphases on each of the scholarly responsibilities of research and creative activities, teaching and curricular activities, and community outreach. A scholarly agenda includes a set of questions, issues, or problems that interest and engage an individual, that give coherence and meaning beyond individual activities, and have relevance to the larger scholarly community. The process of developing and articulating one's own scholarly agenda is an essential first step, and a continuing responsibility, for a scholar.

Departments, schools, and the college have the primary responsibility for establishing respective missions and programmatic goals consistent with the University's vision of the future and its strategic plan. Together, departments/schools, and individual faculty members are expected to engage, throughout each faculty member's career, in joint career development activities to ensure that faculty academic activities advance both the individual's scholarly agenda and the department/school mission.

Establishing a scholarly agenda provides an opportunity for faculty to articulate their scholarly goals, to guide their scholarly activities, and to provide a basis for feedback. Individuals may vary in their talents and interests, as well as in their scholarly agendas over time. However, changes in activities suggested by changes in agenda should be established proactively and in consideration for the departmental/school mission. This is done through existing processes of letters of offer, department/school practices for workload review, annual review of tenure track faculty, and institutional career support-peer review for tenured faculty.

B. Scholarship

The term *scholar* implies a high degree of intellectual vitality. Scholarship is a demanding and rigorous concept that applies equally to faculty research and other creative activities, teaching and curricular activities, and community outreach and is expressed in a variety of forms from discipline to discipline or interdisciplinary field.

A scholar is a person who is engaged at the highest levels of life-long learning and inquiry. The character of a scholar is demonstrated by academic attainment and rigorous academic practice. An active learner, over time, develops competencies in all four expressions of scholarship¹ discussed below. However, it is also quite common and appropriate for scholars to vary in the relative preference they hold for one expression over another. In expressing scholarship an individual usually moves fluidly among all four forms of expression, which are presented below in no particular order of importance.

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

¹ The following discussion of scholarship draws on the work of Ernest Boyer, *Scholarship Reconsidered*, Princeton, The Carnegie Foundation for the Advancement of Teaching, 1991 and of Eugene Rice, "The New American Scholar" (*Metropolitan Universities Journal*, 1991).

substantive way and of enhancing future prediction of the phenomena. Discovery may also 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, 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 clear to others. In essence, this is communicating knowledge and instilling skills and understanding that others may build upon and apply.
4. **Application.** Application is a process by which the scholar asks how state-of-the-art knowledge can be responsibly applied to significant problems. Application is primarily concerned with assessing the efficacy of knowledge within a particular context, refining its implications and assessing its generalizability.

C. Quality and Significance of Scholarship.

PSU considers the following to be universal criteria which are equally applicable to all of the expressions of scholarship as they may appear in various disciplines and to all of the faculty activities of research and creative works, teaching and curricular activities, and community outreach.

Quality and significance of scholarship are the primary criteria for determining faculty promotion and tenure. A consistent high level of quality, and its promise for future exemplary scholarship, is more important than the quantity of the work done. The criteria for evaluating the quality and significance of scholarly accomplishments include:²

1. **Clarity and Relevance of Goals.** To be exemplary, the objectives of scholarly work must be well-defined and basic questions of inquiry must be stated clearly. Clarity of purpose provides a critical context in which to judge scholarly work.
 - Research or community outreach projects address substantive intellectual problems or issues within one's chosen discipline or interdisciplinary field. Clear objectives are necessary for projects to be assessed fairly.
 - Teaching activities have clearly stated learning objectives that are appropriate within the context of curricular goals and the state of knowledge in the subject matter.
2. **Mastery of Existing Knowledge.** An exemplary scholar is well-prepared and continues to be in the forefront of his or her chosen discipline or interdisciplinary field. Mastery of existing knowledge is essential before educating others, conducting meaningful research, or providing high quality assistance through community outreach.

² The following discussion of Portland State University criteria for quality and significance of scholarship draws on a presentation by Ernest Boyer, "Scholarship Assessed" delivered at the AAHE Faculty Roles and Rewards Forum, January 1994.

- As researchers and problem solvers, scholars propose methodologies, measures, and interventions reflective of current theory, conceptualization, and cumulative wisdom relevant to the investigation or intervention undertaken.
 - As educators, scholars demonstrate a command of both primary and secondary resources and exhibit a depth, breadth, and understanding of subject matter to respond adequately to student learning needs.
3. Appropriate Use of Methodology and Resources. Scholars address goals with carefully constructed logic and methodology.
- Rigorous research and applied problem solving requires well-constructed, cost-effective methodology, adequate to determine the efficacy of the tested hypotheses or chosen intervention.
 - As teachers, scholars apply appropriate pedagogy and instructional techniques to maximize student learning.
4. Effectiveness of Communication. Exemplary scholarship requires effective oral and written communication. New knowledge is converted to language that is translated beyond the classroom, research laboratory, or field site to a wider public with the intention of making a meaningful contribution to the body of knowledge.
- As researchers and problem solvers, scholars are expected to make formal oral presentations and write well-crafted manuscripts or reports, or create original artistic work, appropriate to the professional standards of the intended audience.
 - As teachers, scholars are successful communicators who build positive student rapport, and who bring clarity to new knowledge that facilitates learning. Scholars communicate with appropriate audiences, and subject their ideas broadly to critical inquiry and independent review. Usually the results of scholarship are communicated widely through publications (e.g., journal articles and books), performances, exhibits, and/or presentations at conferences and workshops.
5. Significance and Impact of Results. Exemplary scholarship results in the achievement of scholarly goals that have a significant and wide-ranging impact. Ultimately, it makes a difference and is used by others. Significance of results implies an assessment of whether goals are achieved and whether their achievement had an important impact on others. It is customary for significance and impact of results to be evaluated by peers and other multiple and credible sources (e.g., students, community participants, and subject matter experts).
- As researchers, teachers, and problem-solvers, scholars produce work that is widely disseminated, subjected to varying degrees of critical acclaim, and assessed for the quality of its intellectual contribution beyond the direct assessment of user satisfaction.
 - Faculty engaged in community outreach make a difference in their communities and beyond by defining or resolving problems or issues that should be of concern to society, by facilitating organizational development and improving existing practices or programs. Scholars make an even more important difference when the knowledge gained in such projects is widely disseminated and has a significant impact on others that would otherwise not benefit directly from the project.
 - As teachers, scholars make a difference in the lives of their students by raising student motivation to learn more, by developing their life-long learning skills, and by providing students with knowledge, skills and abilities. Teaching scholars also have an important impact when pedagogical innovations

are adopted by others and enhance the scholarship of teaching and curricular development.

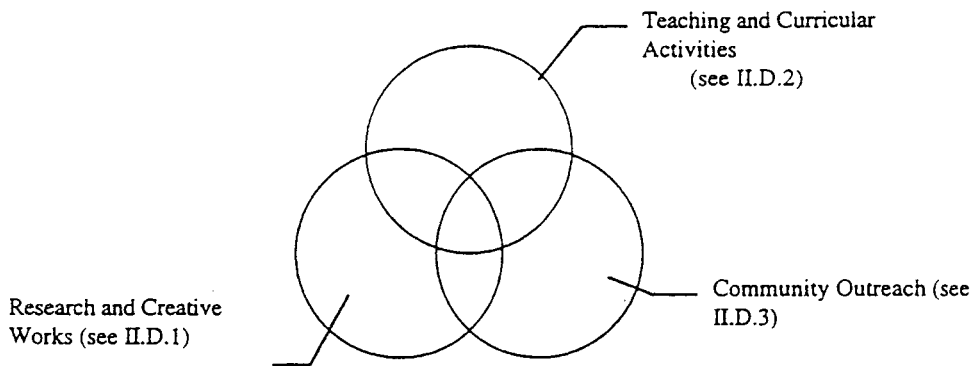
- 6. Consistently Ethical Behavior. Scholarly work implies acting with honesty, integrity, and objectivity. Exemplary scholars foster a continuing respectful relationship with students, community participants, peers and others engaged in or receiving the benefits of scholarly work. Faculty set the example in a scholarly community for ethical behavior consistent with academic integrity standards. For example, ethical behavior includes human subject review in research projects and the appropriate attribution of sources in one's writings.

D. Evaluation of Scholarship

~~Instruction~~, Scholarly accomplishments, with an individual's varying emphases on research and other creative activities (see D1), teaching and curricular activities (see D2), and community outreach (see D3) ~~advising, service to the university, and professionally-related community service~~ all enter into the evaluation of faculty performance. The weight to be given factors relevant to the determination of promotion, tenure, and merit necessarily varies with the individual faculty member's ~~assigned role~~ scholarly agenda.

It should be recognized that research and other creative activities, teaching and curricular activities, and community outreach are not discrete and unrelated activities. These activities often overlap, as noted in Figure 1 below. For example, service learning may be an activity reflective of both teaching and curricular activities and community outreach. Some research may be reflective of both research and creative work and community outreach. Pedagogical research may involve both research and creative activities and teaching and curricular activities.

Figure 1
Overlapping Scholarly Activities



Documentation and evaluation of scholarship should focus on the quality and significance of scholarship, rather than on a recitation of tasks and projects. Each department should judge the quality and significance of scholarly contributions to knowledge ~~these contributions~~ as well as the quantity. The following discussion of these faculty responsibilities is primarily intended to assist faculty in planning their scholarly

agenda, and to provide some examples of the characteristics to consider when evaluating the accomplishments of scholarship.

A candidate's accomplishments must be documented in order to be evaluated. Documentation should normally consist of a representative sample of an individual's most scholarly work, rather than an exhaustive portfolio. However, in some cases a department, school, or the college may establish guidelines requiring review of all scholarly activities that are central to a faculty member's scholarly agenda over a recent period of time.

Usually internal peer review, including feedback from users such as students or community participants in scholarly projects, is expected as part of the annual review for faculty on annual tenure, or institutional career support-peer review for tenured faculty. External peer review of a person's scholarly portfolio by multiple and credible sources is an expected part of the evaluation for promotion and tenure decisions.

Documentation for promotion and tenure normally includes:

- Self-appraisal of scholarly agenda and accomplishments. A self-appraisal should include a description of the scholarly agenda and an explanation of how scholarly accomplishments advance that agenda. The appraisal should also include a self-assessment of the quality and significance of scholarly work (see II.C above).
- Review of an individual's scholarly agenda and accomplishments should be comprehensive and should include evaluations of accomplishments by peers and other multiple and credible sources (e.g., students, community participants, and subject matter experts). Peer review should be conducted in a manner that is as authoritative, representative, and objective as is practically possible.

b 1. Faculty Research and Other Creative Activities

Another primary significant factor in determining a faculty member's merit for promotion is the individual's accomplishments ~~shall be involvement~~ in research and published contributions to knowledge in the appropriate discipline and other professional or creative activities, consistent with an individual's scholarly agenda. The nature of the performance will vary from one academic field to another; but the general criterion for promotion and tenure is the extent to which the faculty member is engaged in activities of high quality and significance. ~~In all cases in which excellence in these activities constitute a major factor in personnel decisions, external peer reviews shall be solicited and included in the evaluation material.~~

† a. Research may be ~~measured~~ assessed by the publication of scholarly books, monographs, articles, presentations, and reviews in journals, **and grant proposals submissions and awards.** ~~Each department should judge the quality and significance of these contributions as well as the quantity.~~ An appraisal should list the individual's contributions as a measure of continuous engagement in research, **and of the growth and future promise that it demonstrates.** Whether publications are refereed (an important form of peer review) should be an important factor in the appraisal. In some fields, evidence of citation or use of the faculty member's research or creative contributions by other scholars ~~would be~~ is appropriate.

† b. Creative achievement in writing, performing arts, fine arts, architecture, graphic desing, cinema, and broadcast media or related technologies involves original creation, superior performance, or skillful production. ~~involves musical composition, creative writing, films, television, radio, original design, skillful production and superior artistic performance.~~ It is judged by the publication, exhibiting, and/or performance of original works, or by the direction or performance of significant works. Instruments that include

external peer review should be used or developed to evaluate artistic creation and performance. The inclusion of critical reviews, where available, should augment the departmental evaluations. A chronological list of creative works, exhibitions or performances should be included with the appraisal.

iii c. Contributions to the development of collaborative, interdisciplinary, ~~and~~ or interinstitutional research programs are highly valued, and particular mechanisms for assessing these may be employed. **Assessment of collaborative research might address both individual contributions (e.g., quality of work, completion of assigned responsibilities) and contributions to the successful participation of others (e.g., skills in teamwork, group problem solving).**

iv d. Honors and awards represent recognition of stature in the field **when they recognize active engagement in scholarly activities at regional, national, or international levels.**

e. **Effective participation in disciplinary or interdisciplinary organizations activities should be assessed in the context of their involvement of state-of-the-art knowledge and impact on the scholarly community.** This might include editorships of journals or other learned publications, serving on an editorial board, chairing a program committee for a regional, national, or international meeting, or providing scholarly leadership as an officer of a major professional organization.

~~v. Grants awarded.~~

a 2. Teaching and curricular activities ~~Instruction~~

Teaching and curricular activities are scholarly functions that directly serve the learner, whether within or outside the university. Increasing and communicating knowledge are the primary functions of this university. Teaching effectiveness, which is the most important basis for appraisal in the area of ~~instruction~~ **teaching and curricular activities**, has long been recognized as ~~a the most~~ **difficult scholarly activity** to assess. The ability to lecture and lead discussions, **to create a variety of learning opportunities**, to draw out students and arouse curiosity in beginners, to stimulate advanced students to creative work, to organize logically, to evaluate critically the materials related to one's field of specialization, to assess student performance, and to **excite students to raise learning beyond a particular course and understand its contribution to a body of knowledge** are all recognized as essential to excellence in teaching.

Evaluation of teaching and curricular contributions should not be limited to classroom activities. It should focus as well on a faculty member's contributions to larger curricular goals (for example, the role of a course in laying foundations for other courses and its contribution to majors, or contributions to broad aspects of general education or interdisciplinary components of a student's curriculum).

In order to avoid unsubstantiated evaluations, a departmental /school committee should be selected, by procedures accepted by the department/school, to devise formal methods for the evaluation of teaching and curricular-related performance. All members of the department should be involved in the adoption of formal methods, and the department chair has the responsibility for seeing that these methods for evaluation are implemented. ~~In cases where appropriate, external peer review shall be solicited.~~

Recommendations for promotion, tenure and/or pay raises must include a description of the methods employed by the department in the assessment of teaching **and curricular accomplishments**. It is strongly recommended that the following items be considered:

- the results of assessments of student learning;
- honors and awards for teaching;
- the results of supervision of student research or other creative activities including theses and field advising;
- the results of supervision of service learning experiences in the community,
- the results of creative approaches to teaching methods and techniques;
- outlines, syllabi, and other materials developed for use in courses
- peer review of teaching and curricular activities;
- formal student evaluations;
- advising and guiding students toward the achievement of curricular goals;
- accessibility to students;
- ability to relate to a wide variety of students for purposes of advising;
- ~~knowledge of resources available for the meeting of student needs~~
- contributions to courses or curriculum development;
- contributions to the development and delivery of collaborative, interdisciplinary, general education, extended studies, and interinstitutional educational programs;
- professional development as related to instruction, e.g., attendance at professional meetings related to a faculty member's areas of instructional expertise;
- grant proposals and grants for the development of curriculum or teaching methods and techniques;
- ~~evaluation based upon systematic class visitations by senior faculty;~~
- contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students; and
- publishing in pedagogical journals or making educationally-focused presentations at disciplinary and interdisciplinary meetings that advance the scholarship of teaching and curricular innovations or practice.

3. Community outreach

The setting of Portland State University affords faculty many opportunities to make their expertise useful to the community outside the University. Community outreach activities are those which are tied directly to one's special field of knowledge. Such activities usually involve projects or a cohesive series of activities contributing to the definition or resolution of problems or issues in society, within the university, locally, nationally, or internationally.

The following are examples of important community outreach activities, but departments need to develop appropriate examples in the context of their disciplines:

- contribute to the definition or resolution of a problem or issue that should be of concern to society;
- use of state-of-the-art knowledge to facilitate change in an organization or institution;
- use of disciplinary or interdisciplinary expertise to help groups of individuals or organizations in conceptualizing and solving problems
- setting up intervention programs to prevent, ameliorate, or remediate negative outcomes for individuals or groups, or to optimize positive outcomes;
- contributing to the evaluation of existing practices or programs;
- professional services, such as consulting (consistent with the policy on outside employment), serving as an expert witness, providing clinical services, and participating on boards and commissions outside the university;
- publishing in journals or presentations at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach.

Assessing the effectiveness of community outreach, like teaching and other scholarly activities, is recognized as difficult to assess. Faculty and departments are urged to proceed creatively and thoughtfully as the University obtains increased experience with this scholarly activity.

e E. **Governance and Other Professionally-Related Service**

In addition to contributions to knowledge as a result of scholarly activities, each faculty member is expected to be a contributing partner in the governance and professionally-related service activities of the university. Such activities may not directly contribute to the accomplishments of his or her own scholarly agenda, but are nonetheless important and worthy of collegial recognition because they create an environment that supports scholarly excellence and the achievement of the university mission. Governance and professionally-related service activities include:

i. ~~University~~

a) ~~Advising is a serious obligation to the student body and to the University. The skills and motivation required for advising are not equally distributed and should not be taken for granted. Special efforts and competencies in this area are an important part of a faculty member's performance and should be recognized. Formal mechanisms for evaluating the factors involved in advising should be developed by departments. Factors involved in assessing this criterion include:~~

- ~~— accessibility to students;~~
- ~~— amount of time spent in advising students;~~
- ~~— familiarity with the requirements of various university programs;~~
- ~~— ability to relate successfully to wide variety of students for purposes of advising;~~
- ~~— knowledge of resources available for the meeting of students' needs;~~
- ~~— keeping of adequate records.~~

b 1) Service on University, school or college, department or program committees is an important part of running the University, including involvement in peer review of scholarly accomplishments. Department chairs may request a committee chair to assess the value of a faculty member to that committee.

e 2) University Community. Faculty are expected to participate in activities devoted to fulfilling the artistic, cultural, and social needs of the university, such as attending commencement or serving as advisor to student groups.

ii 3) Professionally-related service to a discipline or inter-disciplinary field, or to the External Community, that do not engage an individual's scholarship. For example, a faculty member may serve the discipline by organizing facilities for a professional meeting or by serving as treasurer of an organization. ~~The setting of Portland State University affords faculty many opportunities to make their expertise useful to community outside the university. Faculty should be credited with such activities as:~~

- a) ~~Professional services, such as consulting (consistent with the policy on outside employment), serving as an expert witness, providing clinical services, and participating on boards and commissions outside the university;~~
- b) ~~service in continuing education community projects, and international programs that are not part of a normal assignment;~~
- e) ~~community education, in the form of speeches, television and radio appearances, etc.;~~

- ~~d) participation in professionally related civic, political and governmental programs and activities;~~
- ~~e) service of an interdisciplinary or interinstitutional nature.~~

III. RANKS

The following definitions of academic rank are based on the premise that the active participation of all members of the academic community is needed for a viable University. Inherent in this charge are the basic requirements of research and creative activities, teaching and curricular activities, community outreach, and governance and professionally related service teaching, scholarship and service. All faculty are expected to present a portfolio reflective of all of the responsibilities, consistent with an individuals scholarly agenda. Departments/schools will establish guidelines on the appropriate distribution of these responsibilities. ~~The service mission of Portland State University as a comprehensive urban university is particularly important as a factor in assessing all faculty personnel decisions described in these policies and procedures.~~ All personnel decisions will reflect the need to create and maintain a diverse faculty. The academic ranks in the faculty and the minimum criteria for each rank are:

Emeritus: The Emeritus rank may be awarded upon retirement in recognition of outstanding performance.

Professor: A faculty member will normally not be considered for promotion to Professor until the fourth year in rank as an Associate Professor. Exceptions will be made only in extraordinary cases. Consideration for the promotion immediately upon eligibility should occur only on the basis of extraordinary achievement. Length of time in rank is not a sufficient reason for promotion. Promotion to the rank of Professor requires the individual to:

- have made significant contributions to knowledge as a result of the person's scholarship. The accomplishments documented in a scholarly portfolio should lead to the conclusion that the individual has accomplished a record of distinction, using the criteria for quality and significance of scholarship (see II. C).
- demonstrate effective performance in the scholarly areas of research and creative activity, teaching and curricular activity, and community outreach, consistent with the individual's scholarly agenda.
- provide leadership or significant contributions to governance and professionally-related service activities of University.

~~of research or other creative works; and to have demonstrated an ability to teach effectively at all levels, including directing research or creative work. Promotion to the rank of professor ordinarily requires significant performance appropriate to the discipline in these areas. It is also expected that candidates for this rank normally will have actively engaged in service appropriate to the mission of a comprehensive urban university and to the community.~~

Associate Professor: A faculty member will not be considered for promotion to Associate Professor until the third year in rank as an Assistant Professor; exceptions will be made only in extraordinary cases. In the usual course of events, promotion to Associate Professor and granting of indefinite tenure should be considered concurrently. Length of time in rank is not a sufficient reason for promotion. Promotion to the rank of Associate Professor requires the individual to:

- have made contributions to knowledge as a result of the person's scholarship. The accomplishments documented in a scholarly portfolio should be judged using the criteria for quality and significance of scholarship (see II. C).
- demonstrate effective performance in the scholarly areas of research and creative activity, teaching and curricular activity, and community outreach, consistent with the individual's scholarly agenda.
- perform his or her fair share of governance and professionally-related service activities of University.

~~The individual considered for promotion must have demonstrated the ability to teach effectively at all levels within the department, the ability to establish a coherent and meaningful research program or work in the creative arts, and to participate competently in the work of the department and University. Promotion to the rank of Associate Professor requires the individual to have made contribution to knowledge as a result of research or other creative works.~~

Assistant Professor: Appointees to the rank of Assistant Professor ordinarily hold the highest earned degree in their fields of specialization. Rare exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. In most fields the doctorate will be expected.

Senior Instructor: The rank of Senior Instructor is used in those cases where the nature of the assignment requires special skills or experience in the instructional program, but does not warrant the rank of Assistant Professor; and in those cases where the performance of the individual could warrant the award of tenure.

Instructor: Appointees to the rank of Instructor ordinarily hold an advanced degree associated with their fields of specialization or have comparable experience. An instructor at .50 or more is appointed for a period of one year; may be reappointed for a maximum of six academic years; and can only be awarded tenure with concurrent promotion to the rank of Senior Instructor or Assistant Professor. Normally persons appointed at the rank of Instructor are not eligible for consideration for promotion within the first year of their appointment.

Fellow: This rank may be used in a variety of cases when individuals are associated with the institution for limited periods of time for their further training or experience.

Professorial Research Appointments: Professorial ranks will be available for faculty on Senior Research Appointments. Such appointments are for fixed term faculty who are primarily engaged in research at a level normally appropriate for a professorial rank. Ranks for these appointments are Research Assistant Professor, Research Associate Professor, and Research Professor; the appointment status is "Other", and the title is "Research Associate-Senior Research." These faculty are identified as Assistant Professor-Senior Research, Associate Professor-Senior Research and Professor-Senior Research.

Research Associate and Senior Research Associate: These ranks are appropriate for appointment of faculty whose primary responsibility is the conduct of independent research. Such appointees will normally hold the doctoral degree or the highest degree appropriate to the field.

Research Assistant and Senior Research Assistant: These ranks are appropriate for appointment of faculty whose primary responsibility is the conduct of research under supervision. Such appointees will hold a degree appropriate to the research skills required.

Conversion of a Research Associate to Assistant Professor-Senior Research is based on the nature of the position, its intended duration and responsibilities, and the incumbent's record of scholarly accomplishment and responsibilities. The conversion must be approved by the Dean and Provost. Promotion to Associate Professor-Senior Research and Professor-Senior Research requires the customary University promotion review.

IVH. ACADEMIC APPOINTMENTS

A. Regulations

Academic appointments in the State System of Higher Education are governed by four sets of regulations that define the conditions under which faculty ("unclassified academic employees") may be appointed. Highlights are summarized below.

1. Board Rules

REDEFINING SCHOLARSHIP FOR THE COLLEGE OF
LIBERAL ARTS AND SCIENCES

PORTLAND STATE UNIVERSITY

December 30, 1994

Presented by Committee Members:

Nancy Perrin, CLAS
Craig Carr, PS
Thomas Harvey, GEOG
Paul Latiolais, MATH
Thomas Morris, HST
Ellen Skinner, PSY
Trygve Steen, BIO
Carl Wamser, CHEM

REDEFINING SCHOLARSHIP FOR THE COLLEGE OF LIBERAL ARTS AND SCIENCES

I. WHY RECONSIDER SCHOLARSHIP?

Faculty in the College of Liberal Arts and Sciences (CLAS) have requested clarification of the model of scholarship that forms the basis for evaluating and rewarding faculty activities. The dominant model, adopted from the research university, is one in which research is considered the only form of scholarship and other activities are not effectively supported or rewarded. Academics all over the country, while reaffirming that creating and discovering knowledge is the cornerstone of academic life, are nevertheless also expressing dissatisfaction with the constraints placed on their activities by such a narrow interpretation of scholarship and by the notion that the profiles of all faculty members should be identical. The disciplines, too, have been discussing new definitions of scholarship and several national associations have completed the process of redefining scholarship.

The desire for a new model has been especially strong in urban universities, like Portland State University, which have begun to differentiate their missions from both those of research universities and those of community colleges. Urban universities in general, and PSU in particular, have begun to articulate a mission that seeks to find a balance among its three legitimate constituencies, namely, our scholarly community or disciplines, our university community or students, and our local community or society. The broader mission of the College of Liberal Arts and Sciences as part of an urban university has not yet been reflected in our definition of scholarship. This has contributed to low faculty morale and a lack of clarity about what is expected for faculty promotion and tenure and what is expected from departments.

The mission of CLAS requires a definition of scholarship that values teaching, research, and outreach, as these activities are needed to shape and be responsive to all three of our constituencies. The definition of scholarship for CLAS ought to be broad enough to allow faculty to engage in world-class research, to construct innovative and meaningful learning experiences for students, and to play a role in defining and resolving important issues in society. However, it is not expected that a single faculty member can successfully participate in all these activities at once. Hence, we need a definition of scholarship that allows for variety in the profiles of faculty activities. Differential profiles allow faculty to concentrate on their areas of interest and strengths. The result is higher quality in each activity combined with a greater diversity of approaches to issues in each area. The goal is not to downgrade the role of research, but to broaden the definition of scholarship to include a variety of scholarly faculty pursuits.

To have any real effect, our definition of scholarship must be flexible enough to be adapted appropriately to different disciplines yet specific enough so that fair criteria to judge quality can be agreed upon. It must be endorsed by faculty and established in each department. Differential profiles of faculty activities must be built around a core of fundamental activities. We are suggesting a core of activities that includes participation in disciplinary and/or general education teaching and advising; research in one of a variety of forms; and active citizenship within the university community. Beyond this core faculty would choose activities that complete their scholarly profile. These activities may be in research, teaching or outreach. Scholarly profiles may differ for junior and senior faculty members. Profiles should reflect goals of individual faculty and also collectively accomplish the mission of each department. Department missions should in turn combine to meet the College's mission. All activities, core and its complement, would be evaluated for quality.

As we seek to develop an appropriate definition of scholarship, we do not want to re-invent the wheel. The processes needs to build upon existing departmental procedures as well as upon procedures used successfully by professional societies and other universities; they should be arrived at through consensus in each department; and they should fit within the constraints of the college and university. They should not take any more time to implement than absolutely necessary, and they should revise, replace, or unify all the formal and informal procedures used to negotiate faculty activities, including goal setting, documentation of activities, mechanisms for facilitating improvement, and implementation of outcomes, such as promotion, tenure, and allocation of resources.

In sum, we want to develop a definition of scholarship that recaptures the unity among academic activities by identifying the fundamental expressions of scholarship. These can then be used to define scholarship, not only of research, but also of teaching and community service or outreach. In order for these activities to be considered scholarly, criteria for identifying scholarship need to be developed. This broader, yet stringent, definition of scholarship can be used as a basis for developing both core activities of all faculty members, as well as profiles or concentrations of activities that could be used to carry out each faculty member's scholarly agenda. Finally, procedures for establishing and documenting scholarship in all its forms must be constructed, and used not only for evaluation of faculty, but also for faculty development.

This document contains our definition of scholarship and its application to teaching and community service, which we rename "outreach." We lay out the criteria by which an activity may be judged scholarly. We describe the kinds of faculty profiles that may promote individual scholarly agendas and also combine to serve departmental missions. We also suggest how scholarship can be documented and used for faculty development.

This document marks the beginning of the process of re-defining scholarship, not the end. The actual process will take place in departments. This document includes the guidelines requested by departments before undertaking the process. Hence, it ends with a charge to

departments and suggestions for the next steps, as well as a statement of college-wide support for the process.

II. PROPOSED FORMAT FOR SCHOLARSHIP IN CLAS

A. *Content of Scholarship*

Activities of Scholarship: Teaching, Research, Service. The three traditional activities of faculty have arisen from the historical evolution of the American University. In the 18th century, colleges focused on the education of the student; in the 19th century, land grant institutions addressed the economic needs of a developing nation; in the 20th century, massive federal research funding created the current research universities. The three roles of faculty are so thoroughly ingrained in the academic setting that we will continue to use the terms, while attempting to clarify their range and weight. These three activities, although distinguishable, can also overlap or be combined, for example, teaching advanced students is often concurrent with the advancement of knowledge, and may also be done for the specific benefit of a community agency or other institution. Differentiation of the three roles is generally clear, but in some cases may be clarified by asking how a particular scholarly agenda was determined, i.e., why is the work being done? Generally all three are of great benefit to society, although teaching is done for the sake of students, research for the sake of knowledge itself or the academic disciplines, and service is done for any other beneficiary, including members of the local or professional community. In reconsidering scholarship, teaching and research are generally well understood. However, since service is multifaceted, it is less clear. We distinguish between two aspects of service, as traditionally defined. We refer to as "citizenship" those activities that involve participation in the processes of self-governance and civic activities that aid the functioning of the university, community or profession. These activities are meritorious and essential to the functioning of institutions; hence they are considered part of the core activities of all faculty. However, in general these citizenship activities can be distinguished from what we refer to as "outreach" activities. These activities refer to the conceptualization and resolution of social issues, locally, nationally, and internationally. These activities require the highest levels of disciplinary and interdisciplinary expertise, and can be considered scholarship when they meet all the criteria described below (e.g., clear goals, use of state-of-art methodology). Hence, decisions about what is considered outreach must be made on an individual basis.

In developing a definition of scholarship, generalized criteria are needed for use in determining whether an activity is scholarly; the criteria should be applicable whether that activity is carried out in the role of teaching, research, or outreach. With this approach, emphasis on identifying and evaluating the three separate roles diminishes and is replaced by a focus on scholarship in all of its many forms.

Expressions of Scholarship. The approach of Ernest Boyer in *Scholarship Reconsidered: Priorities of the Professoriate* is to reclaim the common ground in all these roles and call the

broader concept scholarship. According to Boyer, scholarship represents working with knowledge in any of four different ways: discovery, integration, application, or teaching. Others have modified the categories slightly, e.g., Eugene Rice uses advancing, synthesizing, applying, and representing knowledge. The CLAS Task Force consensus is that the four expressions of scholarship are *discovery, integration, application, and interpretation.*

Discovery. This comes closest to what is meant when academics speak of "research." No tenets in the academy are held in higher regard than the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead.

Integration. We underscore the need for scholars who give meaning to isolated facts, putting them in perspective. By integration, we mean making connections across the disciplines, placing the specialties in larger context, illuminating information in a revealing way, often educating nonspecialists, too.

Application. The application of knowledge, moves toward engagement as the scholar asks, "How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?" And further, "Can social problems themselves define an agenda for scholarly investigation?"

Interpretation. The work of the professor becomes consequential only as it is understood by others, as it is communicated and disseminated to others.

Hence, our redefinition of scholarship combines the traditional activities of scholarship, that is teaching, research and outreach, with the core expressions of scholarship. The four expressions describe ways in which a scholar may work with knowledge in any of the three traditional roles of a faculty member. For example discovery in research could be traditional basic research, discovery in teaching could be new inquiry based teaching methodology, and discovery in outreach could be development and evaluation of an intervention program. Figure 1 gives some other examples of the expressions of scholarships for different faculty activities.

	Expressions of Scholarship			
Activities	Discovery	Integration	Application	Interpretation
<u>Teaching</u>	Engage in inquiry based teaching	Participate in a multi-disciplinary course	Teach a service learning course	Teach a lecture style course
<u>Research</u>	Conduct traditional research or design a new course	Review an area, suggesting new perspectives or create a multi-disciplinary major	Conduct community-based research	Summarize a body of research or author a textbook
<u>Outreach</u>	Conduct a problem- and solution-analysis for an institution	Assist regional a museum in producing an exhibit	Develop a software system for stormwater run-off	Develop materials that educate the general public

Figure 1. Examples of how discovery, integration, application, and interpretation might be expressed in each of the three activities of scholarship.

This means that scholarship is much broader than traditional discovery research and that many activities and ways of working with knowledge can be considered scholarly. However, simply carrying out activities does not mean they are necessarily scholarly activities. Hence, it is essential to identify criteria for evaluating scholarship. This issue is especially critical to scholarship of teaching and outreach, where widely-accepted criteria have not yet been developed.

B. Criteria of Scholarship

Quality of Scholarship. There is a consensus that scholarship implies a high level of quality. That is, even though activities may fit in the above categories, they are not necessarily scholarly unless carried out with some degree of excellence. Borrowing again from Ernest Boyer, we believe that criteria for quality in scholarship include: clarity of goals, mastery of existing knowledge, appropriate use of methodology and resources, effectiveness of communication, the significance of the results, and consistently ethical behavior. Information addressing these criteria of quality should be obtained from peers, from students, from any others involved with the scholarly work, and from self-evaluation. In particular, the pursuit of scholarship requires an eagerness for continuous learning and well developed skills in

working with a variety of sources of knowledge.

Impact of Scholarship. A crucial aspect of the assessment of scholarship is an identification of its impact. The impact of scholarly work can be on the discipline, in reshaping or adding to a body of knowledge, as well on people, in providing access to knowledge. A survey of the literature suggests that methods for evaluation of the impact of scholarship are not well developed. Effective documentation of impact is essential because the impressions of the public and governing bodies are shaped by their estimation of the value of academic institutions and the work their faculty engage in.

C. Focus of Scholarship

Scholarly Profiles. No single faculty member would be expected to engage in all forms of scholarship simultaneously. Hence, faculty roles would differ both within and between departments. These differing roles would be captured in the notion of faculty profiles. Faculty profiles would combine to support the mission of the department, building on faculty strengths and interests in order to be consistent with each faculty member's scholarly agenda. The CLAS Productivity Team proposed that faculty members define scholarly profiles and set goals to support their profiles:

One method of enhancing efficiency while maintaining quality, that has been suggested in the literature, is a goal setting procedure. This method aims to ensure that departments and the college achieve their mission by drawing on the differing strengths of faculty and relying upon collective responsibility. We are proposing a variation of this in which department members and department chairs will work collectively to create a profile of scholarly activities for each faculty member. While all faculty are expected to engage in and achieve at least minimal standards in all areas of scholarship, faculty profiles are expected to differ in the weighting of the three areas (research, outreach, and teaching) among faculty. Departments should recognize that untenured faculty must establish a scholarly track record in their discipline both to establish their own careers and strengthen the department. While faculty make their contribution to meeting the department mission by specializing in different areas, the department must also ensure that individual faculty goals combine to achieve the mission of the department and to support the missions of the College and University. Participation in interdepartmental projects and general education would be negotiated among the faculty member, department, and the Dean. It is the Dean's responsibility to ensure that department goals combine to achieve the mission of CLAS. (Proposed Plan for Quality Productivity, March 16, 1994).

The advantages of goal-setting procedures are numerous. They allow for up-front clarifying of expectations and negotiation of activities and documentation. They assure that the scholarly agenda of the individual faculty member is recognized and developed early in the

individual's career. They provide a basis for mentoring, and for ensuring that the faculty member's activities fit within the department. The goals and development of profiles provide a backdrop for both parties when activities are evaluated.

Faculty profiles must include a description of core activities in teaching, research and outreach and citizenship. Expectations of all faculty members include scholarship in the form of discovery, integration, application or interpretation of knowledge through research and teaching (active participation in disciplinary and/or general education instruction); advising; as well as active citizenship within the department and university. These core activities form the foundation of each faculty member's scholarly profile and must be documented and evaluated in parallel with the remainder of the scholarly profile.

Beyond these expectations, all faculty would be expected to develop activities to complete their scholarly profile. A faculty member concentrating on teaching would be expected to show excellence in classroom teaching, and might want to allocate additional time to curriculum development, developing publications related to teaching and mentoring other faculty. A faculty member concentrating on research would be expected to have a coherent and integrated program of ongoing research, publish their findings, and might allocate additional time to obtaining external funding and training of graduate students. A faculty member concentrating on outreach would be expected to have a coherent and integrated program aimed at a particular social issue (in the university or community), and might want to allocate additional time to consulting nationally, directing undergraduate capstone experiences in community settings, and developing relevant publications. Alternatively, a faculty member might choose to concentrate on two of the three activities or to allocate additional time to all three.

Departments may choose to add greater specificity to the expectations of an individual faculty member's profile, for example, by assigning hourly or percentage expectations in specified activities. In addition, we expect that departments will require junior faculty to establish themselves in their discipline through research activities and publications.

Scholarly Agenda. Each faculty member would be expected to establish a profile and select activities based on an individual scholarly agenda. In general, an "agenda" provides an overview of scholarship, and describes the long-term scholarly goals and purposes of a set of activities, giving them coherence and meaning beyond the individual activities, and explains how the agenda fits into the larger scholarly community. It identifies the target audience(s) of the scholarly work (e.g., discipline, students, community) and the importance of those activities to the audience(s).

D. Documentation of Scholarship

At the time profiles are determined, corresponding documentation of scholarship should also be determined. This documentation can then be evaluated for quality including: clarity of goals, mastery of existing knowledge, appropriate use of methodology and resources, effectiveness of communication, the significance of the results, and consistently ethical behavior. No matter which type of activity we engage in, the work must be communicated to peers and documented for quality and significance of impact. Peers must be included as one source of information. Students and the community would be equally important sources in other cases. The review of materials should be directed to addressing questions on clarity of goals, thorough knowledge of the field, appropriate use of methods and resources, effective communication as well as quality and impact. Evaluation of a teaching, research or outreach scholar should focus on that person's negotiated role.

Faculty Portfolios. A narrative describing the faculty member's scholarly agenda and identification of type of activity, documentation of the outcomes and process of scholarly activity, documentation of communication, documentation of evaluation of quality and impact, and a description of the funding source should be included in each faculty member's portfolio. The appropriate components of these sections need to be selected on an individual basis.

Documentation of Focus: Narrative describing scholarly agenda

This would include the why (motivation), how (discovery/creativity, integration, application, interpretation), and what (content) of the faculty member's scholarship as well as a discussion of its impact. This statement provides essential information about the context of each faculty members scholarly endeavors. It is a foundation for the evaluation process.

Documentation of the Scholarly Process (for example)

Teaching

- self assessments
- classroom observation by peers
- curricular materials
- tests or appraisals of student outcomes

Outreach and Research

- self assessments
- description of the procedures
- feedback from others involved in the project
- appraisal of outcomes

Documentation of Outcomes

The way in which the scholarship is communicated (for example)

- journals
- articles
- books and book chapters
- lectures/presentations
- technical reports
- software
- media productions

Documentation of Quality and Impact

- peers
- students
- community
- funding sources

Some examples of the type of documentation that might be included in a faculty member's portfolio for different forms of scholarship are given in an excellent book by Robert Diamond, *Serving on Promotion and Tenure Committees*.

E. Development of Scholarship

In addition to using documentation of faculty activities as a basis for professional advancement (like tenure, promotion and merit pay), it would be desirable for departments to have some channels through which faculty development could be facilitated. Individual departments might consider a variety of mechanisms for promoting scholarship, including instituting mentor programs, in which senior faculty mentor junior faculty, or in which faculty peers mentor each other in teaching; participating in workshops on teaching evaluation or technology in teaching from which they would bring back information to share with the department. Departments are encouraged to see these activities as potentially part of faculty profiles.

III. Departmental Role in Defining Scholarship

A. Departmental Focus

Faculty usually maintain a strong identification with their academic disciplines, even stronger than their identification with their institution, according to some surveys. Thus, redefining scholarship requires more than an institutional initiative; it must be coordinated with disciplinary efforts to redefine scholarship. In fact, many national organizations are taking the lead in redefining scholarship as appropriate for their particular fields. Syracuse University is collecting all relevant documents that address renewed visions of scholarship