

FC-06-026 – FINAL FOR APPROVAL

March 23, 2006

To: R. Zemetra, Chair, Faculty Council
D. Adams, Faculty Secretary

From: G. Möller, Chair, Faculty Affairs Committee

Subject: Seconded Motion from Faculty Affairs Committee to Faculty Council on amendments FSH 1565 to incorporate teaching load references and revisions regarding scholarship

The Faculty Affairs Committee (FAC) is forwarding the attached amendments to FSH 1565 to incorporate teaching load references and revisions regarding scholarship as a seconded motion for FC consideration. We have incorporated the changes suggested by FC discussion and input from faculty members who have provided early comments. Please note that we have included two options for consideration regarding teaching load in Section A-2 per FC instruction. We are attaching two supporting documents. They include:

- 1) FSH 1565A FAC Revision_032106 (contains 1565A markup and justification comments for each proposed change)
- 2) FSH 1565A FAC Revision_032106_edited (incorporates 1565A proposed revisions highlighted for easier reading)

Faculty Affairs Committee members have indicated they will be available to support Faculty Council discussion and questions regarding these proposed changes.

Please contact me if you require additional information at this time.

(2 Attachments)

1 **FSH 1565**

2 (Draft revisions, mark-up version with comments, 3-21-06)

3 **A. INTRODUCTION.** [rev. 7-98]

4
5 **A-1.** The principal functions of a university are the preservation, advancement, synthesis,
6 application, and transmission of knowledge. Its chief instrument for performing these
7 functions is its faculty, and its success in doing so depends largely on the quality of its
8 faculty. The University of Idaho, therefore, strives to recruit and retain distinguished
9 faculty members with outstanding qualifications.

10
11 In order to carry out its functions and to serve most effectively its students and the public,
12 the university supports the diversification of faculty roles. Such diversification ensures an
13 optimal use of the university’s faculty talents and resources.

Comment [GM1]: The over-used term “general public” is unnecessary.
Deleted: general

14
15 Diversification is achieved through developing a wide range of faculty position
16 descriptions that allow the faculty to meet the varying responsibilities placed upon the
17 institution, both internally and externally. While the capabilities and interests of the
18 individual faculty members are to be taken into account, it is essential that individual
19 faculty position descriptions are consonant with carrying out the roles and mission of the
20 university, the college, and the department. Annual position descriptions are developed
21 by the department head in consultation with the department faculty and with the
22 incumbent or new faculty member. In each college, all position descriptions are subject to
23 the approval of the dean and must be signed by both department head and faculty
24 member. If the faculty member, department head, and dean are unable to reach agreement
25 on the position description, the faculty member may appeal the department head’s
26 decision to the Faculty Appeals Hearing Board [3840].

27
28 As indicated in Sections [3320-C](#), [3520-H.2](#), [3560-G.1](#) below, faculty performance
29 evaluations that are used for yearly reviews as well as for promotion, tenure, and post-
30 tenure decisions are to be based on faculty members’ annual position descriptions.

Comment [GM2]: Moved to first sentence of next paragraph and enhanced.

31
32 ↓
33
34
35 **Option 1. Text added to better link teaching load with level of effort.**

Deleted: **A-2.** Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes and the conditions which they impose.

36
37 **A-2.** Effective teaching is the foundation for both the advancement and transmission of
38 knowledge. The educational function of the university requires the appointment of faculty
39 members devoted to effective teaching. Teaching may take many different forms and any
40 instruction must be judged according to its central purposes and the conditions which
41 they impose. Active participation in the assessment of learning outcomes is expected of
42 all faculty at the course, program, and university-wide levels. Individual colleges and
43 units have the responsibility to determine appropriate teaching loads for faculty position
44 descriptions. Teaching appointments must be reflected by hours and level of effort spent
45 in teaching activity, and justified in position descriptions.

Deleted: Among the criteria for evaluating effective teaching are: self-evaluation, the informed judgment of colleagues, the performance of students, and qualified student opinion

Deleted: .

Deleted:

Comment [GM3]: FC expressed a desire to further explore 2 options to better link teaching load with level of effort.

1
2 **Option 2. Text added to define a standard teaching load across the University.**

3
4 *A-2. Effective teaching is the foundation for both the advancement and transmission of*
5 *knowledge. The educational function of the university requires the appointment of faculty*
6 *members devoted to effective teaching. Teaching may take many different forms and any*
7 *instruction must be judged according to its central purposes and the conditions which*
8 *they impose. Active participation in the assessment of learning outcomes is expected of*
9 *all faculty at the course, program, and university-wide levels. Individual colleges and*
10 *units have the responsibility to determine appropriate teaching loads for faculty position*
11 *descriptions. However, to promote equity in the description and comparison of teaching*
12 *loads across the University for purposes of evaluation and for tenure and promotion*
13 *considerations, it is useful to begin with some standard metric that reflects the most*
14 *common University practice. While colleges and units may diverge from that common*
15 *metric, they need to describe precisely in the position descriptions, evaluations, and*
16 *promotion and tenure documentation what percentage of work effort an individual is*
17 *expected to devote to teaching and what specific teaching assignments and tasks*
18 *comprise that work effort. Such descriptions are especially important whenever an*
19 *individual's teaching assignment diverges significantly from the most commonly used*
20 *University practices. Across the university, a faculty position that is 100% teaching*
21 *would be composed of twelve credit hours of instruction per semester. A normal position*
22 *description will involve fewer than twelve credit hours of teaching with the balance of the*
23 *position being composed of scholarship/research, advising, administration, and other*
24 *fractional components. Teaching load should be described in job descriptions. Any*
25 *adjustments to teaching load (e.g. teaching unusually large classes, team-teaching,*
26 *teaching studios or laboratories, intensive graduate or undergraduate student mentoring,*
27 *technology-enhanced teaching, and others) must be documented in the position*
28 *description.*

Comment [GM4]: FC expressed a desire to further explore 2 options to better link teaching load with level of effort.

Comment [GM5]: Edit insert from FC discussions

Comment [GM6]: Edit insert from FC discussions.

29
30
31 **Among the methods for evaluating effective teaching are: self-evaluation, the informed**
32 **judgment of colleagues, formal internal and external peer review, teaching awards,**
33 **student evaluation, and student learning or performance assessments, all of which may be**
34 **compiled into a teaching portfolio. More than one kind of evidence of teaching**
35 **effectiveness should accompany any performance evaluation. For the purposes of**
36 **performance evaluation, a distinction is made between teaching and the scholarship of**
37 **teaching and learning (see below in A-3-a). However, the two are closely allied and many**
38 **kinds of evidence would be applicable to the evaluation of both (see B below).**

Comment [GM7]: This paragraph describes evaluation of effective teaching and initiates the concept of a distinction between "effective teaching" and "scholarship of teaching and learning". "Scholarship of teaching and learning" does not necessarily have a positive outcome that yields "effective teaching."

Comment [GM8]: Brought out to the end of the paragraph for emphasis.

Deleted: , an ongoing obligation of all faculty members

Comment [GM9]: Added to emphasize the scholarly role and expectations of faculty.

39 **A-3. Scholarship is creative intellectual work that is communicated and validated. The**
40 **creative function of a university requires the appointment of faculty members devoted to**
41 **scholarship. Scholarship or scholarly activity takes diverse forms and is characterized by**
42 **originality and critical thought. Scholarship must be validated through internal and**
43 **external peer review or critique and disseminated in ways having a significant impact on**
44 **the university community and/or publics beyond the university. Active scholarship is an**
45 **ongoing obligation of all members of the faculty.**

1 The basic role of a faculty member at the University of Idaho is to demonstrate
2 continuing sound and effective scholarship in the areas of teaching and learning, artistic
3 creativity, discovery, integration, and application/engagement. While these areas may
4 overlap, these distinctions are made for purposes of defining position descriptions and for
5 developing performance standards. Demonstrated excellence that is focused in only one
6 of these areas is acceptable if it is validated and judged to be in the best interests of the
7 institution and the individual faculty member.

- 8 a. Scholarship in teaching and learning can involve classroom action
9 research (site-specific pedagogy), descriptive or qualitative research,
10 case studies, and other forms of teaching and learning research. It
11 consists of the development, careful study, and validated
12 communication of new teaching or curricular discoveries,
13 observations, applications and integrated knowledge, and continued
14 scholarly growth. Evidence that demonstrates this form of scholarship
15 might include: publications and/or professional presentations of a
16 pedagogical nature; publication of text books, laboratory manuals, or
17 educational software; advancing educational technology; presentation
18 in workshops related to teaching and learning; development and
19 dissemination of new curricula and other teaching materials to peers;
20 and individual and/or collective efforts in securing and carrying out
21 education grants, [ed. 7-00]

22 The validation of scholarship in the area of teaching and learning is
23 based in large measure on evaluation by the faculty member's peers
24 both at the University and at other institutions of higher learning.

- 25 b. Scholarship in artistic creativity involves communication and may be
26 demonstrated by significant achievement in an art related to a faculty
27 member's work, such as musical composition, artistic performance,
28 creative writing, mass media activity, or original design.

29 The validation of scholarship in the area of artistic creativity is based
30 in large part on the impact that the activity has on the discipline and/or
31 related fields as determined by the peer review process. Many modes
32 of dissemination are possible depending on the character of the art
33 form or discipline. For example, a published novel or book chapter for
34 an anthology or edited volume or similar creative work is regarded as
35 scholarship. Each mode of dissemination has its own form of peer
36 review that may include academic colleagues, practitioner or
37 performance colleagues, editorial boards, and exhibition, performance,
38 or competition juries.

- 39 c. Scholarship in discovery involves the generation and interpretation of
40 new knowledge through individual or collaborative research. It may
41 include: novel and innovative discovery; analyzing and synthesizing
42

Comment [GM10]: Changes added to clarify that integration, often interdisciplinary is a unique form or scholarship; engagement is added because of increasing usage in ext... [1]

Deleted: and application/

Comment [A11]: Remove thin... [2]

Comment [GM12]: This is the... [3]

Deleted: the

Comment [GM13]: Validated... [4]

Deleted: dissemination

Comment [GM14]: This is eff... [5]

Deleted:

Deleted: in the classroom or lab... [6]

Comment [GM15]: This is eff... [7]

Deleted: continuous updating of... [8]

Deleted: publications of

Comment [GM16]: Supervisor... [9]

Comment [GM17]: Integrati... [10]

Deleted: supervision of undergrad... [11]

Deleted: effective integration of

Deleted: into the classroom or... [12]

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Deleted: dissemination of curr... [13]

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Comment [A18]: Consistenc... [15]

Deleted: three components: se... [16]

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Comment [A19]: Consistenc... [17]

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Deleted: A faculty member wh... [18]

Comment [GM20]: May need... [19]

Comment [GM21]: Added fr... [20]

Comment [GM22]: Should th... [21]

Comment [GM23]: Added fr... [22]

Comment [GM24]: Should th... [23]

Comment [GM25]: Recogniz... [24]

Comment [GM26]: Moved b... [25]

Comment [GM27]: This is c... [26]

Comment [GM28]: An omission!

Deleted: be demonstrated by a... [27]

Deleted: effective integration of... [28]

Deleted:

1 new and existing knowledge and/or research to develop new
2 interpretations and new understanding; research of a basic or applied
3 nature; individual and collaborative effort in securing and carrying out
4 grants and research projects; membership on boards and commissions
5 devoted to inquiry; and scholarly activities that support the mission of
6 university research centers.

7
8 Evidence of scholarship in this area may include: publication of
9 papers in refereed and peer reviewed journals; published books and
10 chapters; published law reviews; citation of a faculty member's work
11 by other professionals in the field; published reviews and commentary
12 about a faculty member's work; invited presentations at professional
13 meetings; seminar, symposia, and professional meeting papers and
14 presentations; direction and contribution to originality and novelty in
15 graduate student theses and dissertations; direction and contribution to
16 undergraduate student research; awards, scholarships, or fellowships
17 recognizing an achievement, body of work, or career potential based
18 on prior work; appointment to editorial boards; and significant
19 scholarly contributions to university research centers. The validation
20 of scholarship in the area of discovery is based on self-evaluation of
21 the faculty member, evaluation by graduate students, and evaluation
22 by other professionals in the faculty member's discipline or sub-
23 discipline.

24
25 d. Scholarship of integration, often interdisciplinary and at the borders of
26 converging fields, is the serious, disciplined work that seeks to
27 synthesize, interpret, contextualize, critically review, and bring new
28 insights into, the larger intellectual patterns of the original research.
29 Similar to the scholarship of discovery, the scholarship of integration
30 can also seek to investigate, consolidate, and synthesize new
31 knowledge as it integrates the original work into a broader context. It
32 often, but not necessarily, involves a team or teams of scholars from
33 different backgrounds working together, and it can often be
34 characterized by a multidisciplinary or interdisciplinary investigative
35 approach. The consolidation of knowledge offered by the scholarship
36 of integration has great value in advancing understanding and isolating
37 unknowns. Beyond the differences, the scholarship of integration can
38 include many of the activities of scholarship of discovery and thus
39 may be rigorously demonstrated and validated in a similar manner.

40
41
42 e. Scholarship of application and engagement is the reduction to practice
43 of scholarly knowledge to address societal problems, challenges, and
44 understanding. This area of scholarship is a primary activity of
45 outreach and extension, although it is a shared responsibility of all
46 faculty. The acts of application and engagement often follow

Comment [GM29]: Analysis and synthesis of new knowledge (raw) to yield new understanding (context, perception, comprehension).

Comment [GM30]: Best to delete since this may be interpreted in the context of an "applied vs basic" bias.

Deleted: addressing ongoing problems

Comment [GM31]: Added to emphasize that both are included in scholarship of discovery.

Comment [GM32]: Acknowledges non-funded research.

Comment [GM33]: Evidence of scholarship mentioned in next paragraph.

Deleted: awards or fellowships;

Deleted:

Comment [GM34]: Better to categorize as service not scholarship.

Deleted: service as editor of professional journals;

Comment [GM35]: Moved below for clarity and document consistency.

Deleted: The validation of scholarship in the area of discovery is based on self-evaluation of the faculty member, evaluation by graduate students, and evaluation by other professionals in the faculty member's discipline or subdiscipline.

Deleted: effective

Deleted: includes

Deleted: acceptance of manuscripts for

Comment [GM36]: Included (... [29]

Deleted: peer reviews of proposals;

Comment [GM37]: Needs (... [30]

Comment [GM38]: Acknowl (... [31]

Comment [GM39]: Acknowl (... [32]

Comment [GM40]: Acknowl (... [33]

Deleted: service on profession (... [34]

Comment [GM41]: Moved f (... [35]

Deleted: Scholarship in (... [36]

Comment [GM42]: Moved b (... [37]

Deleted: Scholarship integrati (... [38]

Comment [GM43]: Moved b (... [39]

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Comment [GM44]: Address (... [42]

1 discovery, however they can and should initiate new discovery. It may
2 be demonstrated by: transfer of new knowledge, new technologies and
3 new integrated understandings into broader societal application;
4 acceptance and adoption of new or modified practice with positive
5 outcomes; licensing and commercialization of new technologies,
6 processes or other intellectual property; and application and
7 engagement of one's scholarly expertise to serve society through
8 cooperative relationships with individuals, groups, and agencies.

9
10 Broadly, the scholarship of application and engagement seeks: to
11 identify, analyze, and solve problems of citizens, communities,
12 businesses, and governmental units; to contribute to the economic
13 development and general well-being of people; to enhance
14 environmental quality and sustainability; to stimulate entrepreneurial
15 activity; to integrate the arts and social sciences into people's lives, and
16 to creatively apply standard or novel techniques to address emerging
17 or ongoing problems. Like other forms of scholarship activity, the
18 scholarship of application and engagement involves active
19 communication and validation. The scholarship of application and
20 engagement is rigorously demonstrated by peer reviewed or refereed
21 professional publications and presentations; patents, copyrights and
22 commercial licensing; and adoption or citation of newly developed or
23 derived practices as formal, documented standards of practice in
24 general or specific applications (e.g. best management practices,
25 regulatory rules, codes of practice, standard methods, best available
26 technologies, and others).

27
28 The validation of scholarship in the area of application and
29 engagement is based on professional peer evaluation and the
30 concomitant measurement of the effectiveness of contributions to
31 problem identification, analysis, and solution; contributions to the
32 economic and social well being of citizens and communities;
33 enhancement of environmental quality and sustainability; and the
34 potential to stimulate new discovery and understanding.

35
36 A-4. The assessment of scholarship, in self-evaluation and peer-evaluation, is an
37 ongoing expectation for faculty members of the University. Assessment of
38 scholarship within and across disciplinary boundaries requires standards for
39 evaluation that adequately describe the phases of scholarship. In assessment of
40 scholarship, faculty members are encouraged to use the following six standards
41 (from Glassick, et al. Scholarship Assessed: An Evaluation of the Professoriate
42 1997):

- 43 1. "Clear goals—Does the scholar state the basic purposes of his or her work
44 clearly? Does the scholar define objectives that are realistic and achievable? Does
45 the scholar identify important questions in the field?"

Comment [GM45]: Incorporates "reduction to practice" into the definition of "scholarship of application." Enhances this area of scholarship to include engagement or seeking out problems of society; this better addresses the vital interactivity of a university with the society it serves. Boyer contends application and engagement can and should lead to discovery.

Comment [GM46]: Incorporates research and technology transfer.

Deleted: ication

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Deleted: solution of

Deleted: ions

Comment [GM47]: More generic term needed.

Deleted: the region and state

Comment [GM48]: Incorporates environmental quality and sustainability as a measurable endpoint of scholarship.

Comment [GM49]: Incorporates stimulation of entrepreneurial activity as a scholarship goal.

Deleted:

Deleted: integration

Deleted: of known or new

Comment [GM50]: Raises the bar of scholarship to focus on "creative" and "novel" solutions, thus differentiating it from the service responsibilities of a PD.

Comment [GM51]: Better to place this in "scholarship of integration."

Deleted: ;

Deleted: development of interdisciplinary teams and strategies to deal with current and future problems;

Deleted:

Comment [GM52]: Added to emphasize "scholarship" validation and communication. This is a uniform qualifier. Not every presentation in extension (outreach) is scholarship but rather a potential demonstration (... [43])

Comment [GM53]: Better de (... [44])

Comment [GM54]: "Adaptat (... [45])

Deleted: adaptation of content (... [46])

Deleted: /integration

Deleted: impact of program (... [47])

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Comment [GM55]: Assessm (... [48])

Comment [GM56]: If the cor (... [49])

- 1 2. “Adequate preparation—Does the scholar show an understanding of existing
2 scholarship in the field? Does the scholar bring the necessary skills to his or her
3 work? Does the scholar bring together the resources necessary to move the project
4 forward?”
- 5 3. “Appropriate methods—Does the scholar use methods appropriate to the goals?
6 Does the scholar apply effectively the methods selected? Does the scholar modify
7 procedures in response to changing circumstances?”
- 8 4. “Significant results—Does the scholar achieve the goals? Does the scholar's work
9 add consequentially to the field? Does the scholar's work open additional areas for
10 further exploration?”
- 11 5. “Effective presentation—Does the scholar use a suitable style and effective
12 organization to present his or her work? Does the scholar use appropriate forums
13 for communicating work to its intended audiences? Does the scholar present his
14 or her message with clarity and integrity?”
- 15 6. “Reflective critique—Does the scholar critically evaluate his or her own work?
16 Does the scholar bring an appropriate breadth of evidence to his or her critique?
17 Does the scholar use evaluation to improve the quality of future work?”

18
19 A-5. Advising students, faculty, and/or staff is also an important faculty responsibility
20 and a key function of academic citizenship. Student advising may include: (1) overseeing
21 course selection and scheduling; (2) seeking solutions to conflicts and academic
22 problems; (3) working with students to develop career goals and identify employment
23 opportunities; (4) making students aware of programs and sources for identifying
24 employment opportunities, (5) facilitating undergraduate and graduate student
25 participation in professional activities (e.g. conferences, workshops, demonstrations,
26 applied research); and (6) serving as a faculty advisor to student organizations or clubs.
27 Advising also includes attendance at sessions (e.g. workshops, training courses)
28 sponsored by the University, college, department, or professional organizations to
29 enhance a faculty member’s capacity to advise.

30
31 Effective advising performance may be documented by: (1) the evaluation of peers or
32 other professionals in the department or college; (2) undergraduate or graduate student
33 advisees’ evaluations; (3) level of activity and accomplishment of the student
34 organization advised; (4) evaluations of persons being mentored by the candidate; (5)
35 number of undergraduate and graduate students guided to completion; and (6) receiving
36 awards for advising, especially those involving peer evaluation.

37 A-6. Service is an essential component of the University of Idaho mission. Both
38 extramural and University service are the responsibility of faculty members in all units.
39 Service by members of the faculty to the university, state, nation, and world in their
40 special capacities as scholars should be recognized.

41
42 Within the University, service includes participation in department, college, and
43 university committees, and any involvement in aspects of university governance and
44 academic citizenship. University, college, and department, committee leadership roles are
45 seen as more demanding than those of a committee member or just regularly attending

Deleted: A-4.

Deleted: In addition to the aforementioned teaching and scholarly activities, faculty members’ general service efforts also contribute to the overall welfare of their departments and the university. Such expected contributions can take the form of informal or formal student advising; service on department and university committees; student recruitment; mentoring newer faculty members; informal presentations of a professional nature to local and regional groups; reviews of manuscripts, books, or professional journal articles; service as an officer of a professional organization, etc. Faculty members are expected to be effective citizens of their administrative units and, where feasible, collaborate with their peers.

Comment [GM57]: The important duties and responsibilities of faculty in advising need to be discussed in greater detail. This is a tool for reward and regard of these activities.

Deleted: ¶
¶

1 faculty meetings. Because faculty members play an important role in the administration
2 of the university and in the formulation of its policies, recognition should therefore be
3 given to faculty members who participate effectively in faculty and university
4 governance.

5
6 Extramural and intramural service can include clinical service, routine support, and
7 application of specialized skills or interpretations, and expert consultancies. The
8 beneficiaries of these forms of service can be colleagues, co-workers, citizens, clients,
9 collaborators, private and public organizations and their representatives, and government.

10
11 Extramural service also includes participation in professional and scientific organizations
12 both as an elected office holder and/or a member; serving as a reviewer or editor for
13 scientific or trade journals; serving as a paid consultant to individuals, businesses,
14 agencies, and non-governmental organizations; representing the University/college or
15 your discipline on governmental, non-governmental or private sector bodies; and/or
16 building collaborative programs locally, regionally, statewide, nationally or
17 internationally.

18
19 Effective performance in University service may be documented by a variety of means.
20 Examples include: (1) letters of support from university clientele to whom your service
21 was provided; (2) serving as a member or chairperson of university, college, or
22 departmental committees; (3) receiving University service awards, especially those
23 involving peer evaluation; and (4) the interdisciplinary nature of service. Effective
24 performance in extramural or intramural service may be documented a variety of means.
25 Examples include: (1) numbers of individuals and types of audiences impacted as well as
26 measures of significance to the discipline/profession, state, nation, region and/or world;
27 (2) letters of commendation from individuals from within organizations to whom your
28 service was provided; (3) service in a leadership role of a professional or scientific
29 organization as an officer or other significant position; (4) professional service oriented
30 projects/outputs; and (5) receiving service awards from external organizations, especially
31 those involving peer evaluation.

32 A-7. Outreach/Extension is an essential component of the University's land grant
33 mission. Outreach/Extension includes teaching, training, certification, volunteer
34 development, unpaid consultation, information dissemination to general public,
35 practitioner, and specialty audiences; establishment/maintenance of relationships with
36 private and public industries, as well as governmental agencies. Outreach/Extension
37 activity may include (1) teaching non-credit classes, workshops and short courses; (2)
38 recruiting, training and supervising paraprofessionals and volunteers; (3) providing
39 unpaid consultation to individuals, businesses, and other professionals; (4) providing
40 information or technology transfer support through mass media; (5) providing leadership,
41 facilitation, or subject-matter expertise in community coalitions and faculty teams; (6)
42 developing or adapting extension-education materials; and (7) publishing in trade
43 magazines.

44
45 Documentation of effective outreach/extension activities may include a variety of means.
46 Examples include: (1) evaluations by participants in outreach/extension activities, (2)

Comment [GM58]: The important duties and responsibilities of faculty in the area of service need to be discussed in greater detail. This is a tool for reward and regard of these activities.

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1 numbers and types of audiences impacted as well as measures of significance to the
2 discipline/profession, state, nation, region and/or world; (3) letters from stakeholders in
3 outreach/extension projects documenting the project's usefulness and effectiveness; (4)
4 quality of outreach/extension publications and other mass media outlets; and (5)
5 outreach/extension awards, especially those involving peer evaluation.

6
7
8 A-8. Effective conduct of research programs requires scholarship and activities that
9 support scholarship, but are not of themselves scholarly activity. Research program
10 support activities are to be noted in position descriptions and performance reviews. The
11 role of the principal or co-investigator of a research program or project may include: (1)
12 budgetary and contract management; (2) compliance with University purchasing and
13 accounting standards; (3) supervision and annual review of support personnel; (4)
14 purchasing and inventory management of goods; (5) graduate student and program
15 personnel recruitment, training in University procedures/policies, and annual review; (6)
16 collaborator coordination and communication; (7) management of proper hazardous
17 waste disposal; (8) laboratory safety management; (9) authorization and management of
18 proper research animal care and use; (10) authorization and management of human
19 subjects in research; (11) funding agency reporting; (12) intellectual property reporting;
20 and (13) compliance with local, state, and federal regulation as well as University
21 research policy.

22
23 Demonstration of effective research program conduct, beyond scholarship attributes, may
24 be documented by a variety of means. Examples include: (1) compliance with applicable
25 rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout
26 of research contracts and grants as evidenced by timely reporting and budgetary
27 management; (3) achievement of the research contract or proposal scope-of-work;
28 organized program operations including personnel and property management; and (4)
29 timely communication and validation of research outcomes into the scholarship domain.
30 Documentation of effective research program operation, beyond scholarship, may also
31 include review by graduate and undergraduate students participating in the research
32 program; and input by collaborators, cooperators, funding agency and beneficiaries of the
33 research. Absence of citation for non-compliance with laboratory safety guidance,
34 hazardous material guidance or other research related policy, rule or regulation is
35 regarded as a demonstration of effective research program operation.

Comment [GM59]: The important duties and responsibilities of faculty researchers need to be discussed in greater detail. This is a tool for reward and regard of these activities that support scholarship.

36
37
38 A-9. Effective administration is essential to the smooth functioning of the University.
39 Administration includes conducting and/or managing any unit, or significant operation
40 within the University. For faculty in academic and extension units, administration is not
41 normally considered in tenure and promotions deliberations. Administration is accounted
42 for insofar as expectations are proportionally adjusted in teaching, scholarship, advising,
43 service, and extension (outreach). For faculty in nonacademic units (e.g. faculty at large),
44 administration may be considered in tenure and promotion deliberations. Documentation
45 of effective administration may include evaluations by unit faculty and staff, as well as
46 objective measures of unit performance under the incumbent's leadership.

Comment [GM60]: The important duties and responsibilities of faculty with an administrative load need to be discussed in greater detail. This is a tool for reward and regard of these activities.

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A-10. All faculty are encouraged to engage in interdisciplinary, multidisciplinary or transdisciplinary activities and cooperation as they perform their teaching, scholarship, advising, service, and outreach/extension responsibilities.

...

Comment [GM61]: Interdisciplinary activity is an important part of present and future faculty activity yet it sometimes receives less regard and reward. To achieve the University strategic goals, recognition of these activities should be enhanced. Basic wording comes from Dean's Council. "Transdisciplinary" inserted by FC comment.

1 **FSH 1565A**

2 **(Draft revisions in accepted text format for easier reading; major change areas**
3 **highlighted, 3-21-06)**

4 **A. INTRODUCTION.** *[rev. 7-98]*

5
6 **A-1.** The principal functions of a university are the preservation, advancement, synthesis,
7 application, and transmission of knowledge. Its chief instrument for performing these
8 functions is its faculty, and its success in doing so depends largely on the quality of its
9 faculty. The University of Idaho, therefore, strives to recruit and retain distinguished
10 faculty members with outstanding qualifications.

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12 In order to carry out its functions and to serve most effectively its students and the public,
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14 optimal use of the university's faculty talents and resources.

15
16 Diversification is achieved through developing a wide range of faculty position
17 descriptions that allow the faculty to meet the varying responsibilities placed upon the
18 institution, both internally and externally. While the capabilities and interests of the
19 individual faculty members are to be taken into account, it is essential that individual
20 faculty position descriptions are consonant with carrying out the roles and mission of the
21 university, the college, and the department. Annual position descriptions are developed
22 by the department head in consultation with the department faculty and with the
23 incumbent or new faculty member. In each college, all position descriptions are subject to
24 the approval of the dean and must be signed by both department head and faculty
25 member. If the faculty member, department head, and dean are unable to reach agreement
26 on the position description, the faculty member may appeal the department head's
27 decision to the Faculty Appeals Hearing Board [[3840](#)].

28
29 As indicated in Sections [3320-C](#), [3520-H.2](#), [3560-G.1](#) below, faculty performance
30 evaluations that are used for yearly reviews as well as for promotion, tenure, and post-
31 tenure decisions are to be based on faculty members' annual position descriptions.

32
33 **A-2.** Effective teaching is the foundation for both the advancement and transmission of
34 knowledge. The educational function of the university requires the appointment of faculty
35 members devoted to effective teaching. Teaching may take many different forms and any
36 instruction must be judged according to its central purposes and the conditions which
37 they impose. Active participation in the assessment of learning outcomes is expected of
38 all faculty at the course, program, and university-wide levels.

39
40 **Two options are presented for the next section:**

41 ***Option 1. Text added to better link teaching load with level of effort.***

42
43 **A-2.** Effective teaching is the foundation for both the advancement and transmission of
44 knowledge. The educational function of the university requires the appointment of faculty
45 members devoted to effective teaching. Teaching may take many different forms and any
46 instruction must be judged according to its central purposes and the conditions which

1 they impose. Active participation in the assessment of learning outcomes is expected of
2 all faculty at the course, program, and university-wide levels. *Individual colleges and*
3 *units have the responsibility to determine appropriate teaching loads for faculty position*
4 *descriptions. Teaching appointments must be reflected by hours and level of effort spent*
5 *in teaching activity, and justified in position descriptions.*

6
7
8 **Option 2. Text added to define a standard teaching load across the University.**
9

10 **A-2.** Effective teaching is the foundation for both the advancement and transmission of
11 knowledge. The educational function of the university requires the appointment of faculty
12 members devoted to effective teaching. Teaching may take many different forms and any
13 instruction must be judged according to its central purposes and the conditions which
14 they impose. Active participation in the assessment of learning outcomes is expected of
15 all faculty at the course, program, and university-wide levels. *Individual colleges and*
16 *units have the responsibility to determine appropriate teaching loads for faculty position*
17 *descriptions. However, to promote equity in the description and comparison of teaching*
18 *loads across the University for purposes of evaluation and for tenure and promotion*
19 *considerations, it is useful to begin with some standard metric that reflects the most*
20 *common University practice. While colleges and units may diverge from that common*
21 *metric, they need to describe precisely in the position descriptions, evaluations, and*
22 *promotion and tenure documentation what percentage of work effort an individual is*
23 *expected to devote to teaching and what specific teaching assignments and tasks*
24 *comprise that work effort. Such descriptions are especially important whenever an*
25 *individual's teaching assignment diverges significantly from the most commonly used*
26 *University practices. Across the university, a faculty position that is 100% teaching*
27 *would be composed of twelve credit hours of instruction per semester. A normal position*
28 *description will involve fewer than twelve credit hours of teaching with the balance of the*
29 *position being composed of scholarship/research, advising, administration, and other*
30 *fractional components. Teaching load should be described in job descriptions. Any*
31 *adjustments to teaching load (e.g. teaching unusually large classes, team-teaching,*
32 *teaching studios or laboratories, intensive graduate or undergraduate student mentoring,*
33 *technology-enhanced teaching, and others) must be documented in the position*
34 *description.*

35
36
37 Among the methods for evaluating effective teaching are: self-evaluation, the informed
38 judgment of colleagues, formal internal and external peer review, teaching awards,
39 student evaluation, and student learning or performance assessments, all of which may be
40 compiled into a teaching portfolio. More than one kind of evidence of teaching
41 effectiveness should accompany any performance evaluation. For the purposes of
42 performance evaluation, a distinction is made between teaching and the scholarship of
43 teaching and learning (see below in A-3-a). However, the two are closely allied and many
44 kinds of evidence would be applicable to the evaluation of both (see B below).

1 **A-3.** Scholarship is creative intellectual work that is communicated and validated. The
2 creative function of a university requires the appointment of faculty members devoted to
3 scholarship. Scholarship or scholarly activity takes diverse forms and is characterized by
4 originality and critical thought. Scholarship must be validated through internal and
5 external peer review or critique and disseminated in ways having a significant impact on
6 the university community and/or publics beyond the university. **Active scholarship is an**
7 **ongoing obligation of all members of the faculty.**

8 The basic role of a faculty member at the University of Idaho is to demonstrate
9 continuing sound and effective scholarship in the areas of teaching and learning, artistic
10 creativity, discovery, **integration, and application/engagement.** While these areas may
11 overlap, these distinctions are made for purposes of defining position descriptions and for
12 developing performance standards. Demonstrated excellence that is focused in only one
13 of these areas is acceptable if it is validated and judged to be in the best interests of the
14 institution and the individual faculty member.

- 15 **d.** **Scholarship in teaching and learning can involve classroom action**
16 **research (site-specific pedagogy), descriptive or qualitative research,**
17 **case studies, and other forms of teaching and learning research. It**
18 **consists of the development, careful study, and validated**
19 **communication of new teaching or curricular discoveries,**
20 **observations, applications and integrated knowledge and continued**
21 **scholarly growth. Evidence that demonstrates this form of scholarship**
22 **might include: publications and/or professional presentations of a**
23 **pedagogical nature; publication of text books, laboratory manuals, or**
24 **educational software; advancing educational technology; presentation**
25 **in workshops related to teaching and learning; development and**
26 **dissemination of new curricula and other teaching materials to peers;**
27 **and individual and/or collective efforts in securing and carrying out**
28 **education grants. [ed. 7-00]**

29
30 The validation of scholarship in the area of teaching and learning is
31 based in large measure on evaluation by the faculty member's peers
32 both at the University and at other institutions of higher learning.
33

- 34 **e.** Scholarship in artistic creativity involves communication and may be
35 demonstrated by significant achievement in an art related to a faculty
36 member's work, such as musical composition, artistic performance,
37 creative writing, **mass media activity,** or original design.
38

39 The validation of scholarship in the area of artistic creativity is based
40 in large part on the impact that the activity has on the discipline and/or
41 related fields as determined by the peer review process. Many modes
42 of dissemination are possible depending on the character of the art
43 form or discipline. **For example, a published novel or book chapter for**
44 **an anthology or edited volume or similar creative work is regarded as**

1 scholarship. Each mode of dissemination has its own form of peer
2 review that may include academic colleagues, practitioner or
3 performance colleagues, editorial boards, and exhibition, performance,
4 or competition juries.

- 5
6 f. Scholarship in discovery involves the generation and interpretation of
7 new knowledge through individual or collaborative research. It may
8 include: novel and innovative discovery; analyzing and synthesizing
9 new and existing knowledge and/or research to develop new
10 interpretations and new understanding; research of a basic or applied
11 nature; individual and collaborative effort in securing and carrying out
12 grants and research projects; membership on boards and commissions
13 devoted to inquiry; and scholarly activities that support the mission of
14 university research centers.

15
16 Evidence of scholarship in this area may include: publication of papers
17 in refereed and peer reviewed journals; published books and chapters;
18 published law reviews; citation of a faculty member's work by other
19 professionals in the field; published reviews and commentary about a
20 faculty member's work; invited presentations at professional meetings;
21 seminar, symposia, and professional meeting papers and presentations;
22 direction and contribution to originality and novelty in graduate
23 student theses and dissertations; direction and contribution to
24 undergraduate student research; awards, scholarships, or fellowships
25 recognizing an achievement, body of work, or career potential based
26 on prior work; appointment to editorial boards; and significant
27 scholarly contributions to university research centers. The validation
28 of scholarship in the area of discovery is based on evaluation by other
29 professionals in the faculty member's discipline or sub-discipline.

- 30
31 d. Scholarship of integration, often interdisciplinary and at the borders of
32 converging fields, is the serious, disciplined work that seeks to
33 synthesize, interpret, contextualize, critically review, and bring new
34 insights into, the larger intellectual patterns of the original research.
35 Similar to the scholarship of discovery, the scholarship of integration
36 can also seek to investigate, consolidate, and synthesize new
37 knowledge as it integrates the original work into a broader context. It
38 often, but not necessarily, involves a team or teams of scholars from
39 different backgrounds working together, and it can often be
40 characterized by a multidisciplinary or interdisciplinary investigative
41 approach. The consolidation of knowledge offered by the scholarship
42 of integration has great value in advancing understanding and isolating
43 unknowns. Beyond the differences, the scholarship of integration can
44 include many of the activities of scholarship of discovery and thus
45 may be rigorously demonstrated and validated in a similar manner.
46

1
2 e. Scholarship of application and engagement is the reduction to practice
3 of scholarly knowledge to address societal problems, challenges, and
4 understanding. This area of scholarship is a primary activity of
5 outreach and extension, although it is a shared responsibility of all
6 faculty. The acts of application and engagement often follow
7 discovery, however they can and should initiate new discovery. It may
8 be demonstrated by: transfer of new knowledge, new technologies and
9 new integrated understandings into broader societal application;
10 acceptance and adoption of new or modified practice with positive
11 outcomes; licensing and commercialization of new technologies,
12 processes or other intellectual property; and application and
13 engagement of one's scholarly expertise to serve society through
14 cooperative relationships with individuals, groups, and agencies.
15

16 Broadly, the scholarship of application and engagement seeks: to
17 identify, analyze, and solve problems of citizens, communities,
18 businesses, and governmental units; to contribute to the economic
19 development and general well-being of people; to enhance
20 environmental quality and sustainability; to stimulate entrepreneurial
21 activity; to integrate the arts and social sciences into people's lives,
22 and to creatively apply standard or novel techniques to address
23 emerging or ongoing problems. Like other forms of scholarship
24 activity, the scholarship of application and engagement involves active
25 communication and validation. The scholarship of application and
26 engagement is rigorously demonstrated by peer reviewed or refereed
27 professional publications and presentations; patents, copyrights and
28 commercial licensing; and adoption or citation of newly developed or
29 derived practices as formal, documented standards of practice in
30 general or specific applications (e.g. best management practices,
31 regulatory rules, codes of practice, standard methods, best available
32 technologies, and others).
33

34 The validation of scholarship in the area of application and
35 engagement is based on professional peer evaluation and the
36 concomitant measurement of the effectiveness of contributions to
37 problem identification, analysis, and solution; contributions to the
38 economic and social well being of citizens and communities;
39 enhancement of environmental quality and sustainability; and the
40 potential to stimulate new discovery and understanding.
41
42

43 **A-4.** The assessment of scholarship, in self-evaluation and peer-evaluation, is an
44 ongoing expectation for faculty members of the University. Assessment of
45 scholarship within and across disciplinary boundaries requires standards for
46 evaluation that adequately describe the phases of scholarship. In assessment of

1 scholarship, faculty members are encouraged to use the following six standards
2 (from Glassick, et al. Scholarship Assessed: An Evaluation of the Professoriate
3 1997):

- 4 7. “Clear goals—Does the scholar state the basic purposes of his or her work
5 clearly? Does the scholar define objectives that are realistic and achievable? Does
6 the scholar identify important questions in the field?”
- 7 8. “Adequate preparation—Does the scholar show an understanding of existing
8 scholarship in the field? Does the scholar bring the necessary skills to his or her
9 work? Does the scholar bring together the resources necessary to move the project
10 forward?”
- 11 9. “Appropriate methods—Does the scholar use methods appropriate to the goals?
12 Does the scholar apply effectively the methods selected? Does the scholar modify
13 procedures in response to changing circumstances?”
- 14 10. “Significant results—Does the scholar achieve the goals? Does the scholar's work
15 add consequentially to the field? Does the scholar's work open additional areas for
16 further exploration?”
- 17 11. “Effective presentation—Does the scholar use a suitable style and effective
18 organization to present his or her work? Does the scholar use appropriate forums
19 for communicating work to its intended audiences? Does the scholar present his
20 or her message with clarity and integrity?”
- 21 12. “Reflective critique—Does the scholar critically evaluate his or her own work?
22 Does the scholar bring an appropriate breadth of evidence to his or her critique?
23 Does the scholar use evaluation to improve the quality of future work?”

24
25 **A-5.** Advising students, faculty, and/or staff is also an important faculty responsibility
26 and a key function of academic citizenship. Student advising may include: (1) overseeing
27 course selection and scheduling; (2) seeking solutions to conflicts and academic
28 problems; (3) working with students to develop career goals and identify employment
29 opportunities; (4) making students aware of programs and sources for identifying
30 employment opportunities, (5) facilitating undergraduate and graduate student
31 participation in professional activities (e.g. conferences, workshops, demonstrations,
32 applied research); and (6) serving as a faculty advisor to student organizations or clubs.
33 Advising also includes attendance at sessions (e.g. workshops, training courses)
34 sponsored by the University, college, department, or professional organizations to
35 enhance a faculty member’s capacity to advise.

36
37 Effective advising performance may be documented by: (1) the evaluation of peers or
38 other professionals in the department or college; (2) undergraduate or graduate student
39 advisees’ evaluations; (3) level of activity and accomplishment of the student
40 organization advised; (4) evaluations of persons being mentored by the candidate; (5)
41 number of undergraduate and graduate students guided to completion; and (6) receiving
42 awards for advising, especially those involving peer evaluation.
43
44

1 **A-6. Service is an essential component of the University of Idaho mission. Both**
2 **extramural and University service are the responsibility of faculty members in all units.**
3 **Service by members of the faculty to the university, state, nation, and world in their**
4 **special capacities as scholars should be recognized.**

5
6 **Within the University, service includes participation in department, college, and**
7 **university committees, and any involvement in aspects of university governance and**
8 **academic citizenship. University, college, and department, committee leadership roles are**
9 **seen as more demanding than those of a committee member or just regularly attending**
10 **faculty meetings. Because faculty members play an important role in the administration**
11 **of the university and in the formulation of its policies, recognition should therefore be**
12 **given to faculty members who participate effectively in faculty and university**
13 **governance.**

14
15 **Extramural and intramural service can include clinical service, routine support, and**
16 **application of specialized skills or interpretations, and expert consultancies. The**
17 **beneficiaries of these forms of service can be colleagues, co-workers, citizens, clients,**
18 **communities, collaborators, private and public organizations and their representatives,**
19 **and government.**

20
21 **Extramural service also includes participation in professional and scientific organizations**
22 **both as an elected office holder and/or a member; serving as a reviewer or editor for**
23 **scientific or trade journals; serving as a paid consultant to individuals, businesses,**
24 **agencies, and non-governmental organizations; representing the University/college or**
25 **your discipline on governmental, non-governmental or private sector bodies; and/or**
26 **building collaborative programs locally, regionally, statewide, nationally or**
27 **internationally.**

28
29 **Effective performance in University service may be documented by a variety of means.**
30 **Examples include: (1) letters of support from university clientele to whom your service**
31 **was provided; (2) serving as a member or chairperson of university, college, or**
32 **departmental committees; (3) receiving University service awards, especially those**
33 **involving peer evaluation; and (4) the interdisciplinary nature of service. Effective**
34 **performance in extramural or intramural service may be documented a variety of means.**
35 **Examples include: (1) numbers of individuals and types of audiences impacted as well as**
36 **measures of significance to the discipline/profession, state, nation, region and/or world;**
37 **(2) letters of commendation from individuals from within organizations to whom your**
38 **service was provided; (3) service in a leadership role of a professional or scientific**
39 **organization as an officer or other significant position; (4) professional service oriented**
40 **projects/outputs; and (5) receiving service awards from external organizations, especially**
41 **those involving peer evaluation.**

42
43
44 **A-7. Outreach/Extension is an essential component of the University's land grant**
45 **mission. Outreach/Extension includes teaching, training, certification, volunteer**
46 **development, unpaid consultation, information dissemination to general public,**

1 practitioner, and specialty audiences; establishment/maintenance of relationships with
2 private and public industries, as well as governmental agencies. Outreach/Extension
3 activity may include (1) teaching non-credit classes, workshops and short courses; (2)
4 recruiting, training and supervising paraprofessionals and volunteers; (3) providing
5 unpaid consultation to individuals, businesses, and other professionals; (4) providing
6 information or technology transfer support through mass media; (5) providing leadership,
7 facilitation, or subject-matter expertise in community coalitions and faculty teams; (6)
8 developing or adapting extension-education materials; and (7) publishing in trade
9 magazines.

10
11 Documentation of effective outreach/extension activities may include a variety of means.
12 Examples include: (1) evaluations by participants in extension outreach activities, (2)
13 numbers and types of audiences impacted as well as measures of significance to the
14 discipline/profession, state, nation, region and/or world; (3) letters from stakeholders in
15 extension projects documenting the project's usefulness and effectiveness; (4) quality of
16 extension publications and other mass media outlets; and (5) outreach/extension awards,
17 especially those involving peer evaluation.

18
19
20 **A-8.** Effective conduct of research programs requires scholarship and activities that
21 support scholarship, but are not of themselves scholarly activity. Research program
22 support activities are to be noted in position descriptions and performance reviews. The
23 role of the principal or co-investigator of a research program or project may include: (1)
24 budgetary and contract management; (2) compliance with University purchasing and
25 accounting standards; (3) supervision and annual review of support personnel; (4)
26 purchasing and inventory management of goods; (5) graduate student and program
27 personnel recruitment, training in University procedures/policies, and annual review; (6)
28 collaborator coordination and communication; (7) management of proper hazardous
29 waste disposal; (8) laboratory safety management; (9) authorization and management of
30 proper research animal care and use; (10) authorization and management of human
31 subjects in research; (11) funding agency reporting; (12) intellectual property reporting;
32 and (13) compliance with local, state, and federal regulation as well as University
33 research policy.

34
35 Demonstration of effective research program conduct, beyond scholarship attributes, may
36 be documented by a variety of means. Examples include: (1) compliance with applicable
37 rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout
38 of research contracts and grants as evidenced by timely reporting and budgetary
39 management; (3) achievement of the research contract or proposal scope-of-work;
40 organized program operations including personnel and property management; and (4)
41 timely communication and validation of research outcomes into the scholarship domain.
42 Documentation of effective research program operation, beyond scholarship, may also
43 include review by graduate and undergraduate students participating in the research
44 program; and input by collaborators, cooperators, funding agency and beneficiaries of the
45 research. Absence of citation for non-compliance with laboratory safety guidance,

1 hazardous material guidance or other research related policy, rule or regulation is
2 regarded as a demonstration of effective research program operation.
3
4

5 **A-9.** Effective administration is essential to the smooth functioning of the University.
6 Administration includes conducting and/or managing any unit, or significant operation
7 within the University. For faculty in academic and extension units, administration is not
8 normally considered in tenure and promotions deliberations. Administration is accounted
9 for insofar as expectations are proportionally adjusted in teaching, scholarship, advising,
10 service, and extension (outreach). For faculty in nonacademic units (e.g. faculty at large),
11 administration may be considered in tenure and promotion deliberations. Documentation
12 of effective administration may include evaluations by unit faculty and staff, as well as
13 objective measures of unit performance under the incumbent's leadership.
14

15
16 **A-10.** All faculty are encouraged to engage in interdisciplinary, multidisciplinary or
17 transdisciplinary activities and cooperation as they perform their teaching, scholarship,
18 advising, service, and outreach/extension responsibilities.
19
20

Page 4: [1] Comment [GM10]	Greg Moller	3/23/2006 2:59:00 PM
Changes added to clarify that integration, often interdisciplinary is a unique form or scholarship; engagement is added because of increasing usage in extension scholarship and because it connotes a more active role for the scholar.		
Page 4: [2] Comment [A11]	Author	3/23/2006 2:59:00 PM
Remove things that are not scholarship but regular effective teaching		
Page 4: [3] Comment [GM12]	Greg Moller	3/23/2006 2:59:00 PM
This is the “scope” of the <u>Journal of Scholarship of Teaching and Learning</u> .		
Page 4: [4] Comment [GM13]	Greg Moller	3/23/2006 2:59:00 PM
Validated communication is a standard of scholarship.		
Page 4: [5] Comment [GM14]	Greg Moller	3/23/2006 2:59:00 PM
This is effective teaching, not teaching and learning scholarship.		
Page 4: [6] Deleted	Author	
in the classroom or laboratory; the development of innovative curricula; the design and/or incorporation of new and effective teaching strategies;		
Page 4: [7] Comment [GM15]	Greg Moller	3/23/2006 2:59:00 PM
This is effective teaching, not teaching and learning scholarship.		
Page 4: [8] Deleted	Author	
continuous updating of courses to reflect current research and progress in the corresponding fields; creative interdisciplinary approaches to course presentations;		
Page 4: [9] Comment [GM16]	Greg Moller	3/23/2006 2:59:00 PM
Supervising research students is not, in and of itself, scholarship of teaching and learning. Some of this may be validated as effective teaching and/or scholarship of discovery.		
Page 4: [10] Comment [GM17]	Greg Moller	3/23/2006 2:59:00 PM
Integration of technology into the classroom is effective teaching; advancing educational technology is scholarship.		
Page 4: [11] Deleted	Author	
supervision of undergraduate and graduate research projects;		
Page 4: [12] Deleted	Author	
into the classroom or laboratory;		
Page 4: [13] Deleted	Greg Moller	3/23/2006 2:08:00 PM
dissemination of curricula and other teaching materials		
Page 4: [14] Deleted	Author	
; promoting innovations in teaching and learning; engendering in the student a lasting interest in and enthusiasm for learning; and evidence of effective performance by the faculty member’s students		
Page 4: [15] Comment [A18]	Author	3/23/2006 2:59:00 PM
Consistency of evaluation of scholarship; scholarship assessment by peer review.		
Page 4: [16] Deleted	Author	
three components: self-evaluation of the faculty member, evaluation by the faculty member’s students, and		
Page 4: [17] Comment [A19]	Author	3/23/2006 2:59:00 PM
Consistency: A portfolio, in and of itself, does not necessarily demonstrate scholarship. Portfolios should be used to primarily to demonstrate “effective teaching”.		

Page 4: [18] Deleted	Author	
<p>A faculty member whose scholarship is demonstrated entirely or almost entirely in the area of teaching and learning is strongly encouraged to prepare annually a portfolio reflecting his or her accomplishments. In addition, the informed judgment of colleagues based in part on class visitations forms a part of the annual evaluative process of these individuals, as does qualified student opinion.</p>		
Page 4: [19] Comment [GM20]	Greg Moller	3/23/2006 2:59:00 PM
<p>May need to further differentiate scholarship of art from the philosophy of “art for art’s sake.” Using “communication” also add consistency over the different forms of scholarship.</p>		
Page 4: [20] Comment [GM21]	Greg Moller	3/23/2006 2:59:00 PM
<p>Added from JAMM faculty comment.</p>		
Page 4: [21] Comment [GM22]	Greg Moller	3/23/2006 2:59:00 PM
<p>Should this be “communication” for consistency in scholarship definitions.</p>		
Page 4: [22] Comment [GM23]	Greg Moller	3/23/2006 2:59:00 PM
<p>Added from JAMM faculty comment.</p>		
Page 4: [23] Comment [GM24]	Greg Moller	3/23/2006 2:59:00 PM
<p>Should this be “communication” for consistency in scholarship definitions.</p>		
Page 4: [24] Comment [GM25]	Greg Moller	3/23/2006 2:59:00 PM
<p>Recognizes both individual and collaborative research activity.</p>		
Page 4: [25] Comment [GM26]	Greg Moller	3/23/2006 2:59:00 PM
<p>Moved below for document consistency and clarity.</p>		
Page 4: [26] Comment [GM27]	Greg Moller	3/23/2006 2:59:00 PM
<p>This is covered in “scholarship of integration.”</p>		
Page 4: [27] Deleted	Author	
<p>be demonstrated by a combination of: publications in refereed journals; preparation and publication of books, articles and reviews of a scholarly nature; directing productive work by advanced students;</p>		
Page 4: [28] Deleted	Greg Moller	1/8/2006 11:34:00 AM
<p>effective integration of research within and across various disciplines;</p>		
Page 5: [29] Comment [GM36]	Greg Moller	3/23/2006 2:59:00 PM
<p>Included for enhanced completeness.</p>		
Page 5: [30] Comment [GM37]	Greg Moller	3/23/2006 2:59:00 PM
<p>Needs mentioning; many are refereed; regarded as a lesser form of scholarship than peer reviewed papers but has great value in the community of scholarship.</p>		
Page 5: [31] Comment [GM38]	Greg Moller	3/23/2006 2:59:00 PM
<p>Acknowledges the direction of and contributions to thesis and dissertation work.</p>		
Page 5: [32] Comment [GM39]	Greg Moller	3/23/2006 2:59:00 PM
<p>Acknowledges undergraduate research support as scholarly activity.</p>		
Page 5: [33] Comment [GM40]	Greg Moller	3/23/2006 2:59:00 PM
<p>Acknowledges recognition of scholarship by award.</p>		
Page 5: [34] Deleted	Author	
<p>service on professional committees;</p>		
Page 5: [35] Comment [GM41]	Greg Moller	3/23/2006 2:59:00 PM

Moved from above, edited to remove self-evaluation and graduate student evaluation. Review of effective research benefits from self-evaluation and the evaluation of graduate students, but scholarship of discovery is validated in peer review.

Page 5: [36] Deleted **Author**

Scholarship in application/integration involves the development and/or communication of new technologies, materials, and methods.

Page 5: [37] Comment [GM42] **Greg Moller** **3/23/2006 2:59:00 PM**

Moved below, edited and enhanced.

Page 5: [38] Deleted **Greg Moller** **1/9/2006 2:07:00 PM**

Scholarship integration. It may be demonstrated by: application of one's scholarly expertise to serve society through cooperative relationships with individuals, groups, and agencies; identification, analysis, and solution of problems of citizens, businesses, and governmental units; contributions to the economic development and general well-being of the region and state; integration of known or new techniques to address ongoing problems; development of interdisciplinary teams and strategies to deal with current and future problems; professional publications and presentations; adaptation of content and method of extension and educational programs to particular audiences; facilitate the resolution of conflict.

Page 5: [39] Comment [GM43] **Greg Moller** **3/23/2006 2:59:00 PM**

Moved below, edited and enhanced.

Page 5: [40] Deleted **Greg Moller** **1/8/2006 2:31:00 PM**

The validation of scholarship in the area of application/integration is based on professional peer evaluation and measurement of the effectiveness of contributions to problem identification, analysis, and solution; contributions to the economic and social well

Page 5: [41] Deleted **Greg Moller** **1/8/2006 2:31:00 PM**

being of citizens; and the impact of program development.

Page 5: [42] Comment [GM44] **Greg Moller** **3/23/2006 2:59:00 PM**

Addresses the need for university-wide outreach responsibility.

Page 6: [43] Comment [GM52] **Greg Moller** **3/23/2006 2:59:00 PM**

Added to emphasize "scholarship" validation and communication. This is a uniform qualifier. Not every presentation in extension (outreach) is scholarship but rather a potential demonstration of effective extension (outreach).

Page 6: [44] Comment [GM53] **Greg Moller** **3/23/2006 2:59:00 PM**

Better defines expectations for rigorous demonstration of scholarship in application and engagement.

Page 6: [45] Comment [GM54] **Greg Moller** **3/23/2006 2:59:00 PM**

"Adaptation" is best regarded as effective teaching or effective extension education and not scholarship. Conflict facilitation is not in and of itself, scholarship, however some approaches may result in scholarly activity.

Page 6: [46] Deleted **Greg Moller** **1/8/2006 1:04:00 PM**

adaptation of content and method of extension and educational programs to particular audiences; facilitate the resolution of conflict.

Page 6: [47] Deleted **Greg Moller** **1/8/2006 1:31:00 PM**

impact of program development

Page 6: [48] Comment [GM55] Greg Moller 3/23/2006 2:59:00 PM

Assessment of scholarship is the keystone of faculty assessment. Uniform guidance from highly researched and regarded sources such as this is valuable.

Page 6: [49] Comment [GM56] Greg Moller 3/23/2006 2:59:00 PM

If the complete description from Glassick is too much, it may be replaced by: "The six standards are: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique." However, the longer version may be useful to keep here for uniform FSH guidance in P&T reviews.