

**College of Social Sciences
Assessment of Faculty Activities*
Appendix III**

A. Teaching and the Scholarship of Teaching

1. Definition

Teaching and the Scholarship of Teaching are separate activities which, at the level of practice, are inextricably linked, but at the level of definition can be delineated. Good teaching involves the ability to interact effectively with students. Pedagogical procedures must be carefully planned, continuously examined, and directly related to the subject taught. Good teachers stimulate active, not passive, learning, and encourage students to be critical, creative thinkers, with the capacity to go on learning after their college days are over.

As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must be, above all, well informed, and steeped in the knowledge of their fields. Hard work and serious study underpin good teaching. Good teaching means that faculty, as scholars, are also learners. At its best, the Scholarship of Teaching means not only transmitting knowledge, but also transforming and extending it. Although distinctions have been made between teaching activities, and those activities related to the Scholarship of Teaching, both of these activities are integral for establishing proficiency in this area.

2. Scope of Activities

Teaching activities include those that involve direct or indirect contact with specific learners. Some examples are:

- A. Classroom presentations, such as lecturing, seminars, leading discussion, stimulating debate, individual instruction of 3/4/6/7/99 courses, guest lecturing.
- B. Advising and counseling students; supervision of undergraduate theses, chair of M.A. committees, member of M.A. committees, chair of Ph.D. committees, member of Ph.D. committees, supervising practicums/internships, independent studies, honors theses and graduate directed research and theses; and/or advising academically relevant student groups or clubs.
- C. Writing and critiquing exams, papers, or other work produced by students, course preparation, new course/curriculum revision, developing learning communities.

The Scholarship of Teaching includes those activities that are involved in gathering material that one can teach. Activities of this type include:

* Adopted from: Definition of Scholarships, published by the University of Louisville, 1996; Scholarship Reconsidered: Priorities of the Professionate, E.L. Boyer, The Carnegie Foundation, 1990.

- A. Writing textbooks and/or publications in pedagogical journals, developing case studies with instructional materials, generating instructional software, and/or producing instructional materials, generating instructional software, and/or producing publicly available materials describing the design and implementation of new courses.
- B. Designing new courses, integrating new developments into existing courses, reading to keep one's knowledge current.

3. Assessment

Teaching is a public activity; therefore, the assessment of teaching requires that the activities and products of the scholarship be open to public scrutiny and appraisal. Evidence related to Teaching and the Scholarship of Teaching might include the following:

- A. Student evaluations including the use of standard teaching evaluations such as CAFE.
- B. Evidence of student academic development and achievement, including command of disciplinary literature, intellectual capabilities, applied skills.
- C. Peer evaluations – this would include those activities whereby faculty work together to establish criteria for good teaching and whereby they evaluate each other by moving freely in and out of classrooms, observing colleagues and discussing their own teaching procedures.
- D. Self-evaluations – Faculty might periodically prepare a statement about the courses taught which includes a discussion of class goals and procedures, course outlines, descriptions of teaching materials and assignments, and copies of examinations. Instructors could detail how they have incorporated the two or three most important new developments or significant movements in their fields into the classroom.
- E. Examination of course materials, including syllabi, audio-visual materials, student manuals, etc.
- F. Interviews with students, including alumni whose post-graduate careers were influenced by the quality of the professor's teaching
- G. Evidence of advising, counseling, or other work that contributes to continuing intellectual development
- H. Evidence of the professor's methods for remaining current in the subject matter taught, and/or integrating the latest developments into the classroom
- I. College, University, national, international, and professional awards for teaching

B. Scholarship of Research

1. Definition

For most faculty, the Scholarship of Research is equivalent to basic research -- delving into some question in that faculty member's field and seeking to add to the reservoir of knowledge. Such endeavors not only result in the creation of knowledge, but also invigorate student-faculty relationships inside the classroom and out. The Scholarship of Research includes the act of knowledge creation through the publication or dissemination of original or innovative theoretical, empirical, or creative work.

Increasingly, the Scholarship of Research also includes applied research and the translation of research results into changes in politics or practices in government and the private sector. In this form, the Scholarship of Research includes working with clients who are seeking to solve problems and are looking to the results of research to help solve those problems. In many cases, applied research is done for government agencies and non-profit organizations who are seeking to improve the quality of life for the citizens of our State, our Nation, and the Asia/Pacific Region. The results of this form of the Scholarship of Research are disseminated through policy and technical reports, briefings, training programs, and electronic media.

The Scholarship of Research also encompasses integration, making connections across the disciplines, placing the specialties in a larger context, illuminating data in a revealing way, and/or educating non-specialists. In this form of Research, serious, disciplined work seeks to draw together, interpret, and bring insight to bear on original research. Scholars engaged in this type of work ask, "What is to be known?" "What is yet to be found?" "Is it possible to interpret what's been discovered in ways that provide a larger, more comprehensive understanding?"

The intellectual excitement and progress that are generated by the Scholarship of Research are vital to a research university such as ours.

2. Scope of Activities

The Scholarship of Research includes activities such as:

- A. Publication of new knowledge in the form of refereed articles written in journals, monographs, scholarly and professional books, chapters in scholarly and professional books, proceedings, policy papers, and technical and project reports for clients of applied research.
- B. Presentation of papers at scholarly meetings, and publication of associated abstracts of those presentations, and hearings and presentation of the results of applied research to clients.
- C. Efforts at writing grant proposals, and success in obtaining funding for research and other creative activities.

- D. Activities that increase the coherence and connection between disciplines, and between disciplines and people such as cross-disciplinary research, meta-analyses, literature reviews, bibliographies, writing for non-specialists, such as textbooks for students, articles or books for the general public, preparing quality computer software, video or TV presentations.

3. Evaluation and Assessment

Some discovery activities easily lend themselves to external review and evaluation, while other activities are more difficult to evaluate. Evidence for the Scholarship of Research might include:

- A. Quality and quantity of publications as mentioned by citation, reviews, and other forms of external assessment.
- B. Applying for, and/or securing, contract and grant support.
- C. College, university, national, international, and professional awards for research.
- D. Fellows status in professional organization.
- E. An evaluation of the key ideas and whether they have been well defined and well presented.
- F. Demonstration that the use of techniques of the discipline showed some degree of innovation.
- G. An explanation of how the material demonstrates integrative and interdisciplinary perspectives
- H. Demonstration that the faculty member's disciplinary horizons expand in ways that are likely to result in more sophisticated work in the future and hold value to many members of the discipline.
- I. Evidence of an increase in the faculty member's own conceptual understanding of his or her academic field
- J. Demonstration that the faculty member's work contribute to the solution of important social, economic, or environmental problems.
- K. An examination of which publics have been reached by the endeavor and in what ways public discourse may have been advanced by the work.

C. Scholarship of Application

1. Definition

The Scholarship of Application occurs when one applies expertise, information, interpretation, or techniques characteristic of one's discipline to consequential real-life

problems. The activity must be tied directly to one's special field of knowledge and relate to one's professional activity. The Scholarship of Application is serious, demanding work that requires the rigor and accountability traditionally associated with research activities.

Activities that any person might engage in as part of being a functioning member of a community are not considered to be part of the Scholarship of Application. For example, participation in town councils, youth clubs, or civic service organizations, while commendable, are not typically considered part of the scholarship of application. Activities that relate directly to the intellectual work of the professor are considered part of the Scholarship of Application. Those assessing applied scholarship should ask: is the activity directly related to the academic expertise of the professor? Have project goals been defined, procedures well planned, and actions carefully recorded? In what ways has the work not only benefited the recipients of such activity but also added to the professor's own understanding of her or his own academic field?

2. Scope of Activities

Activities include:

- A. Unpaid consulting activities
- B. Published reports that define or resolve relevant local, national, or international problems or issues
- C. Studies and/or surveys for public or private organizations
- D. Activities which have traditionally been considered to be "professional service," which are based on expertise, such as journal editorships, giving "expert testimony" before a government or civic body, paper reviewer, etc.
- E. Use of state-of-the-art knowledge to facilitate change in organizations or institutions.
- F. Establishment of intervention programs to prevent, ameliorate, or remediate persistent negative outcomes, or to optimize positive outcomes.
- G. Drawing on professional expertise to plan and produce public service programs, publications, or educational broadcasts (television, radio, web, etc.).

3. Assessment

Evidence for the Scholarship of Application might include:

- A. An explanation of how the activity was related to the faculty member's academic expertise
- B. A definition of the goals, planning procedures, and actions that were required by the project.

- C. Demonstration that the use of techniques of the discipline showed some degree of innovation.
- D. Evaluation of the work by the beneficiary of the project
- E. An increase in the faculty member's own conceptual understanding of his or her academic field. The Scholarship of Application has value when the faculty member's disciplinary horizons expand in ways that are likely to result in more sophisticated work in the future and hold value to many members of the discipline.
- F. Applying for and/or securing contract and grant support.
- G. College, university, national, international, and professional awards for application.

D. Citizenship

1. Definition

Citizenship is service that contributes to the greater good of the university, college, department and/or program. It includes activities that create a collegial climate and an exemplary organization.

In the College of Social Sciences, collegiality is a prime value. At a minimum, collegiality speaks to the importance of treating others with respect, civility and professional regard. Openness, another important component of collegiality, speaks to relating with others in a receptive and honest manner. Cooperation, the third element of collegiality, signifies a willingness to work together. Another core value of the college is excellence, the continuous pursuit to make one's department, program, college, and university more effective and efficient.

2. Scope of Activity

Participation in governance is the responsibility of every faculty member, and these activities are an important part of university life. Citizenship includes activities at all levels of the university and the profession.

- A. Add to the collegial climate of department, program, college and university.
- B. Initiate activities that enhance the mission and operations of the department, program, college, and university.
- C. Activities that benefit the unit, not just the individual.
- D. Participation in faculty meetings, recruiting new faculty, departmental decision-making, and responding to requests for information required by the university or state

- E. Participation on elected committees, advisory boards, ad hoc groups, self-study sections, and other committees responsible for the governance and guidance of the department, program, college, university and/or profession.
- F. Chair department or program, chair tenure and promotion review committee, webmaster for department/program, new faculty mentor.
- G. Coordinating and participating in non-instructional and non-research oriented activities that benefit and promote the department, program, college or university, e.g., open house, fundraising, etc.

3. Assessment

Evidence of positive contributions can be judged by the following criteria:

- A. Amount—certainly a quantitative assessment of numbers of service commitments can be made.
- B. Quality—in addition to the number of service commitments, the faculty member's contributions to the work of a group can be qualitatively assessed.
- C. Importance—Some endeavors are more critical than others. The benefit of the project(s) should be considered.
- D. Time—Some commitments take considerably more time than others and should be considered when assessing citizenship.
- E. Cooperation with colleagues through joint scholarship or service activities
- F. Rapport with students as measured by certain questions on the teaching evaluation, or selection of the faculty person to be an advisor, independent study or practicum supervisor, etc.
- G. Willingness to participate in and support governance activities.

E. Adherence to Professional Standards

Personal integrity and adherence to standards are the hallmarks of any profession. The professoriate is no exception. Professional conduct and personal integrity are minimal expectations for any faculty member.