UNIVERSITY OF DETROIT MERCY
COLLEGE OF LIBERAL ARTS AND EDUCATION

GUIDELINES FOR PROMOTION AND TENURE
(Approved 9/20/04; disseminated 1/25/05)

Introduction

In order to fulfill its mission, the College of Liberal Arts and Education requires an excellent faculty. It is essential that promising faculty are recruited, developed, recognized, and retained by the CLAE, through appropriate promotion and tenure decisions. Criteria for tenure and promotion have been agreed upon by the University and the UDMPU. The purpose of this document is to interpret the University's criteria from the perspective of the College of Liberal Arts and Education.

The post graduate preparation and experience required of faculty of the College of Liberal Arts and Education are those that enable faculty members to carry out their assigned instructional and scholarly duties most effectively. In most disciplines within the College the appropriate degree required for being considered for a continuing, tenured appointment is the doctoral degree (e.g., Ph.D., Ed.D., D.Ph., D.S.W.). However, there are departments or programs in which this is not the case. For example, the M.F.A. (or equivalent) is recognized as the terminal academic credential in Art, Music, Theater, and creative writing. In each case where a candidate's degree is other than a doctorate or M.F.A. (or equivalent) in the discipline, it is the responsibility of the department's rank and tenure committee to articulate why other credentials are appropriate and support the pedagogy, scholarship and future success of the department. Candidates for continuing, tenured appointments should also specifically address in their applications how their postgraduate preparation and experience contribute to effective performance of their instructional and scholarly duties.

Teaching

Teaching is the primary responsibility and activity of faculty in the College of Liberal Arts and Education and in the University. Since good teaching and direct instructional service to students are assigned the highest value and priority by the University and College, they are weighted more highly than the other criteria. The College of Liberal Arts and Education values the application of appropriately rigorous academic standards in courses and teaching that materially assists students to achieve those standards. Good teaching involves students in active learning that engages their interest, participation and enthusiasm and encourages students to be scholars at work in their courses. This involves the integration of the core liberal skills of effective written and oral communication, critical thinking and research in content courses taught in the College.

Evidence of teaching effectiveness must be present to secure a recommendation in favor of promotion and/or a continuing, tenured appointment in the College of Liberal Arts and Education. A teaching portfolio should be prepared to describe teaching

experience, effectiveness, and philosophy. The portfolio should address course design and development (syllabi, teaching materials, description of any alternate delivery methods) and classroom performance (student course evaluations and direct observation and assessment of teaching by the Dean, Department Chair [or designate] and departmental peer reviewers). Departmental peer review entails classroom observation by at least two tenured faculty members, within the respective department where possible (or otherwise as determined by the Dean and departmental faculty). Examples of student work may be included where appropriate.

Advising and professional development are also relevant to evaluating achievement in teaching. Evidence may include written evaluation by the Dean, Associate Dean or Department Chair, or student feedback. Professional development is evidenced by attendance at seminars, conferences, and other activities related to the improvement of teaching and development of course content.

Scholarly Research

Scholarship is broadly defined. It is the responsibility of each academic department in the College to define the character and range of scholarly activities in its disciplines and the types of products that are recognized as appropriate contributions. In addition to formal research and writing that results in publication and the advancement of knowledge, the College also recognizes and values as scholarship those innovative, creative efforts that result in products other than articles and books, as appropriate to individual disciplines. In addition to traditional scholarship, the College encourages practice-based research, research on teaching, and research that involves students as a component of their training. These activities are viewed as scholarship when they generate new knowledge in a form that can be disseminated, shared, and accessed.[1] Collaborative and interdisciplinary research is also valued.

In the application, the faculty member should articulate how their activities meet the criterion of scholarship. The department committee and chair must also evaluate the scholarship of the applicant. The application and letters should explain the impact of his/her work on the field and how the work has been evaluated by peers (for example, note the selectivity of the journals). If the department is too small to create a committee of tenured members, the department may seek opinions of outside peer-reviewers in the discipline. Such evaluators should address the degree to which the candidate has developed new knowledge, augmented and re-conceptualized existing knowledge, or has used existing knowledge or theory in a new application or extension.

The College will ordinarily expect scholarship achievement in the form of publication. In disciplines where scholarly products are not typically textual, however, other records are appropriate. Creative and scholarly products in other media should nevertheless be documented. In any case, evidence of peer review/evaluation should be provided.

Please organize the scholarship section of the dossier so that readers can easily distinguish various types of work, i.e., peer-reviewed publications, publications not peer-reviewed, books, chapters in books, submitted publications under review, presentations at professional conferences, and technical reports. Where available, reprints of publications should be included, along with grant proposals and abstracts of presentations.

Descriptions of the credibility and impact of various outlets should be included. In addition to printed works, please also include recorded, digital, or photographic copies of creative products and peer evaluations of creative work.

Service

As candidates are evaluated for promotion and tenure decisions, the service component of a candidate's record shall be broadly defined, but should be congruent with the overall life and mission of the university. Relevant service activities shall include work for the University, service to one's profession or academic discipline, as well as service to the larger community.

Service to the University shall include but not be limited to the following activities: contributions to program viability or improvement, holding administrative positions within one's department or college, serving as an advisor to a student organization of society, leadership roles in or other types of exemplary service to the faculty union, participation in the interviewing of perspective students for scholarship awards or admission to graduate study, and service on departmental, college, university, or other academic committees. Participation in media events such as expert interviews, in either print or electronic formats, shall be considered service as long as they promote the name, public visibility, or reputation of the University.

Service to one's profession or academic discipline shall include but not be limited to the following activities: service or leadership in professional organization relevant to one's discipline, work with accreditation bodies to promote academic standards in higher education, reviewing grant applications for either public or private funding agencies, and serving as a referee, editor, or editorial board member for scholarly journals.

It may also be appropriate for candidates to discuss and document their service or leadership roles in community, civic, religious or charitable organizations (including pro bono work in one's field of professional expertise). It will be the candidates' responsibility to show how this service is consistent with and supportive of the University's mission.

Preparation of the Dossier

The UDMPU/UDM guidelines provide directions for preparing the application, along with a list of recommended submission. Rather than repeat this list, the following items are elaborations according to the area of effort involved. As noted in the UDMPU/UDM guidelines, the major materials should be compiled in one 3-ring binder, with supporting materials in appendices (other 3-ring binders). Original course evaluations, and any available statistical summaries, will be provided by the Dean. Include a table of contents. [All prepared pages in the first binder should be numbered, and the type on all documents should be sufficiently dark and large for legibility.] The quality of dossier inclusions is more important than the quantity of inclusions.

As described in the UDMPU/UDM guidelines, the basic contents of the dossier should include

  a) complete curriculum vitae
  b) annual faculty review forms for the past five years

c) essay describing professional growth, major accomplishments at this university and future goals
d) teaching portfolio (as describe above, including peer review and syllabi)
e) documentation of scholarship (publications, grant proposals, peer reviews)
f) documentation of professional and community service (including any commendations related to professional expertise and activities)

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[1] For further description of how scholarship is usually defined and evaluated, see two documents filed in the CLAE Dean's Office. One, an addendum prepared by the CLAE Committee on Academic Procedures, is a brief discussion of the two dimensions, credibility and dissemination range, which determine the potential impact of a scholarly work as a contribution to knowledge in an area and of the boundary areas between teaching, scholarship, and service. The other is a copy of typical evaluation procedures, from the Faculty Senate at Georgetown University ("Evaluation" [http://www.georgetown.edu/facultysenate/tenure.html]).

Addendum
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<u>Research and Scholarship</u>

Scholarship is generally defined as a contribution to the body of knowledge in an area. The quality of scholarship is generally evaluated by its potential impact on a field. Two dimensions readily affect impact; one, the credibility of the source publishing the work, and second, the breadth of dissemination. Credibility of a written work depends upon the level of peer-review it has passed. This ranges from none, for working papers or self-published work, through a second level, editorial review, up to a third level, peer-review. Books and journals are produced at each of these levels. Some journals publish papers that were vetted by an editorial board, whereas others send papers for anonymous peer review. The last process adds the highest credibility to a work. Journals that are more selective will usually have higher credibility. Technical reports are generally not subjected to review. Where papers have multiple authors, the first author may receive more "credit" for the effort.

A scholarly work's dissemination is the other factor in its impact. "Scholarship" must be available to other scholars. Other scholars must be able to locate and build upon a work. Typically, dissemination is through bibliographic indices and databases. Books and journals that are included in a number of such databases will have more impact. Works will have less impact, if they are presented publicly but not preserved in a permanent form accessible to other scholars. Presentations at conferences are of this type. They may be refereed or invited, and an abstract may or may not be published and listed in a bibliographic index. Presentations to national conferences have higher dissemination than talks for local meetings. Papers that one archives on a website are widely available and thus have high dissemination, but these may have little credibility. An applicant for promotion or tenure should describe his or her work in the framework of its scholarly impact (credibility and dissemination), to enable the college and university committees to evaluate it.

Published scholarship may consist of case study reports, review articles, or empirical research reports. In some disciplines, creative productivity (e.g., poetry or performance) is equivalent to scholarship. In Theater, for example, the direction of dramatic productions is considered scholarship. In this case, published reviews of plays provide evidence of peer evaluation. Letters from department committees and chairs should articulate standards for evaluating creative and non-textual scholarly products

<u>Boundary Areas</u>

Treatment of scholarship or grants related to teaching may be ambiguous, as is the treatment of service that is related to professional practice. The candidate should consult with senior faculty and include an explicit rationale in a narrative, indicating where such work is located (teaching, research, or service). Authorship of a textbook could be located in teaching effort or scholarship. It is legitimate to treat activities as research where they

bear the characteristics of scholarship, but the rationale for this decision needs to described in the narrative. Specifically, "These characteristics of scholarship typically include such things as investigation of important questions and issues, a basis in established theories and models, linking theory and practice (where appropriate), open and public dissemination, and peer review that assessed quality and impact" (Report on program-specific tenure and promotion guidelines at http://www.tachoma.washington.edu/faculty_assembly/). Scholarship on teaching may reflect research effort and/or teaching effort. Where the work bears the characteristics of scholarship described above, it may be considered scholarly research. Sharing of findings through publication is expected with research on teaching or other practice-based research, as it is for more basic research. Regarding the boundary between scholarship and professional practice, expert witness testimony or program evalution as an activity is considered to be professional practice or service, whereas a published case study or evaluation report would constitute scholarship.

Grants and Funding

While grant applications in themselves are not scholarship, the granting of funding signals that one's proposed research has been reviewed and deemed valuable by a funding agency. Much but not all research requires financial resources, external or internal, for its completion. Hence funding is primarily a means to the end goal of producing new knowledge. Some grants may indicate service or teaching effort, where they support University needs.