Initial Tenure, Tenure Renewal, 5-Year Clinical Contract, Reappointment, Promotion
DEFINITION OF TERMS

I. Teaching Effectiveness

There is a record of consistently effective or improved teaching as measured by feedback on teaching assessments (e.g. IDEA forms, peer review, alumni review, or specialized materials such as clinical evaluations or departmental requested assessments.)

Effective teaching as assessed by the IDEA forms will be measured by scores that are progressing toward or sustained in the median (gray) performance level. The committee will look for positive trends.

Faculty members provide thoughtful assessment of both positive and negative feedback from the IDEA evaluation comments and data. Faculty provide evidence of strategies employed to respond to student feedback and plans for further improvement.

Peer reviews demonstrate teaching effectiveness. Peer reviewers should be selected based on their knowledge of the candidate's teaching effectiveness, (e.g. department colleagues, collaborators, faculty development colleagues, and professors with whom they have team-taught.)

Alumni reviews affirm teaching effectiveness. Faculty will be required to choose several alumni to complete an assessment.

II. Scholarship *(Not needed for Clinical Faculty)*

We wish to, in Boyer's words, "recognize the diversity of talent within the professoriate," by acknowledging a variety of forms of scholarship.

Scholarship is defined as all work accomplished within the faculty member's chosen academic discipline(s). Faculty members should have a clearly defined and active scholarly agenda that has the potential to contribute to or advance the current body of knowledge within their given discipline. The following list of characteristics of scholarship is adapted from *Recognizing Faculty Work* (Diamond & Bronwyn, 1993; Jordan 2007). Scholarship should include the following characteristics.

- The activity requires a high level of discipline expertise.
- The activity breaks new ground or is innovative.
- The activity can be replicated and elaborated.
- The work and its results can be documented.
- The work and its results can be peer reviewed.
- The activity has significance or impact.

The College of Arts and Sciences employs Boyer's categories of scholarship, which are as follows (Boyer, 1990).

Scholarship of Discovery: contributes not only to human knowledge but also to the intellectual climate of the University and community and is the closest to what is meant when academics speak of "scholarship" or "research." Examples could be:

- Peer reviewed publications - including articles, books, columns, compositions, films, patents granted, computer programs published, media

- Peer reviewed performances - including plays, musical performance, gallery exhibitions
- Peer reviewed presentations - original works presented at professional meetings, other institutions, guest lecturer
- Grants funded or applied for - sole author or coauthor of grants from internal or external sources
- Editorial activities - preparation of editions and transcriptions of music, editor or associate editor of a journal or book; journal, manuscript or grant reviewer, referee, reviewer of professional materials, exhibition juror/curator
- Proprietary research

Scholarship of Teaching: both educates and entices current and future scholars and begins with what the teacher knows. Examples could be:
- Discipline-based education research (DBER)
- Publications concerning areas such as, pedagogy, teaching techniques, and curricular innovation
- Presentation at or leading workshops or seminars devoted to improving teaching skills
- Development of outcome assessment tools
- Textbook writing

Scholarship of Integration: makes connections across disciplines and seeks to interpret, draw together, and bring new insights on original research. Examples could be:
- Interpretation of multidisciplinary and interdisciplinary connections to lay audiences
- Multidisciplinary or interdisciplinary curricular innovation presented at a professional conference or published
- Conducting multidisciplinary or interdisciplinary seminars

Scholarship of Application: moves toward active engagement with responsible application of knowledge. Examples could be:
- Leadership in a professional society
- Non-peer reviewed publications, presentations, or exhibits
- Professional practice and consulting (discipline-specific, outside of contractual load)
- Supervising student researchers (beyond regular load assignments)
- Supervising collaborative research with student researchers
- License or professional certification required continuing education credits
- Interpretation of your field for lay audiences

III. <u>Clinical Practice</u> *(Clinical Faculty Only)*

This self-assessment should include a description of your engagement in clinical work, and reflection on how this work contributes positively to the Bethel mission. It should include the following:
- Description and assessment of your current engagement and accomplishments in clinical practice since your last review
- Delineation of
  - the process to earn and maintain licenses and/or certifications;

- o description of roles and achievements in professional organizations and/or committees; and
- o other professional activities
- Statement of how your clinical practice enriches your teaching

IV. <u>Service</u>

Service is defined as contributions to the applicant's department, institution, profession, church, and to the broader external community. A certain amount of departmental and institutional service is expected of all faculty members. All faculty members are expected to serve as academic advisors and to provide high-quality academic advising and mentoring with a clear understanding of the General Education Curriculum and overall degree and major requirements. The college encourages faculty members to serve society more broadly; including participation in the life of the church. An unusual degree of internal or external service is regarded as meritorious.

Departmental service includes, but is not limited to, meeting expectations for academic advising and mentoring/career counseling of students, fulfillment of assigned departmental responsibilities, participation in recruitment activities (including admissions events and activities) and assessment-related activities, and assisting with accreditation processes.

Institutional service includes, but is not limited to, institutional committee service and other assigned leadership responsibilities. Examples of other activities might include cooperation with administrative offices (e.g., Admissions, Marketing and Communications), involvement with special institutional initiatives, such as service-learning, ILA/OCS, new program development, and serving as an advisor for a student organization or other group.

Professional and community service beyond Bethel may include volunteer service; civic, artistic, political, non-profit or church-related activities; committee membership; or elected office.

V. <u>Commitment to a Christian Worldview</u>

The integration of faith, life, and learning is the development of a Christian worldview, with Scripture as the foundation that shapes one's life, teaching, scholarship, and service. Given that all truth is God's truth, the goal of such integration is a unified vision of one's Christian faith and one's academic discipline such that they mutually transform, enrich, and critique one another.

Our pietistic heritage shapes our belief that faith is made manifest through practice. Candidates will address the ways in which their faith commitments impact their praxis in the Bethel Community and the wider community. The candidate evinces a growing and active Christian faith.

VI. <u>Collegiality</u>

At Bethel we understand that collegiality flows from our Christian faith, as expressed in our Affirmation of Faith and Covenant for Life Together. We believe in the dignity of all human persons, and that we are all working in service to a common mission and purpose. The academic process is one of challenging ideas, thinking critically, and asking hard questions. Still, this lively and spirited engagement must occur in a context of civil discourse.

Initial Tenure, Tenure Renewal, 5-Year Clinical Contract, Reappointment, Promotion
DEFINITION OF TERMS

Collegiality in professional relationships contributes to a healthy and vibrant community. In the language of Buller and Cipriano (2006), "Collegiality should not be confused with sociability or likeability." (p.3). Collegiality entails a set of professional behaviors that contribute to the fulfillment of the institutional mission and a productive work environment.

We do not operate in isolation -- our decisions about curriculum, class scheduling, and advising are examples of decisions that are made as part of a group. We acknowledge that differences in cultural background, conversational approach and decision-making styles exist. These differences add value to our community, and we expect that they will be expressed in a manner in keeping with the expectations of civil discourse.

The following represent examples of collegial behavior as assessed by department chairs and peers (Cipriano & Buller, 2012, p. 47; Johnson, Schimmel and O'Hara, 2012.)

- Collaborates with other members of the faculty and administration.
- "Steps up" when needed, such as agreeing to serve on committees or performing a task for the good of the group.
- Follows through on professional tasks and carrying out all relevant responsibilities, such as attending and participating in department meetings, fulfilling committee assignments, and meeting deadlines.
- Respects decision-making processes.
- Communicates and negotiates with others respectfully.
- Relates to others in ways that are constructive, supportive, and professional.
- Shares materials when needed.
- Consults others on work-related problems when needed.
- Demonstrates flexibility in teaching course load and schedule.
- Engages in positive interactions with faculty and staff colleagues within and outside the department.

References *(for Terms and Definitions)*

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate.* San Francisco, CA: Jossey-Bass.

Buller, J. L. & Cipriano, R. E. (2011). Collegiality in faculty personnel decisions: Standards for a definition and objective evaluation. *The Department Chair*. DOI:10.1002/dch

Cipriano, R. E. & Buller, J. L. (2012). Rating faculty collegiality. *Change: The Magazine of Higher Learning, 44* (2), 45-48. www.changemag.org

Diamond, R. & Adam, B. (1993). *Recognizing faculty work.* Reference on the National Academy of Academic Leadership website accessed at http://www.thenationalacademy.org/readings/tenpromo.html

Johnston, Pattie C., Schimmel, Tammy and Hunter O'Hara (2012). Revising the AAUP Recommendation: The Viability of Collegiality as a Fourth Criterion for University Faculty Evaluation. College Quarterly Winter 2012 Volume 15 (1).

Jordan, C. (Ed). (2007). Community-Engaged Scholarship Review, Promotion & Tenure Package. Peer Review Workgroup, Community-Engaged Scholarship for Health Collaborative, Community-Campus Partnerships for Health.sssss